

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100025**

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
12/4/2009			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		n/a	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Delaware Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
516000279		878892124	
d. Address:			
* Street1:		401 Federal Street Suite 2	
Street2:		Townsend Building	
* City:		Dover	
County:		Kent	
State:		DE	
Province:			
* Country:		USA	
* Zip / Postal Code:		19901	
e. Organizational Unit:			
Department Name:		Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Dr.	* First Name: Bruce
Middle Name:		E	

* Last Name: Dacey

Suffix:

Title: Education Associate

Organizational Affiliation:

* Telephone
Number:

(302)735-4140

Fax Number:

(302)739-4221

* Email: BDACEY@DOE.K12.DE.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

NCES 09-02

Title:

Grants for Statewide, Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Delaware's Autoated System for Educational Reporting (DASER)Grant Proposal

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: DE

* b. Program/Project: DE

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 9/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 6005034
b. Applicant	\$ 988850
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$ 0
Income	
g. TOTAL	\$ 6993884

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 12/3/2009.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Lillian

Middle Name:

* Last Name: Lowery

Suffix:

Title: Secretary of Education

* Telephone Number: (302)735-4000 Fax Number: (302)739-7668

* Email: LLOWERY@DOE.K12.DE.US

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Delaware Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 6,700	\$ 7,700	\$ 7,700	\$ 0	\$ 0	\$ 22,100
4. Equipment	\$ 152,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 152,000
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 2,464,150	\$ 1,558,800	\$ 1,559,640	\$ 0	\$ 0	\$ 5,582,590
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 83,448	\$ 83,448	\$ 0	\$ 0	\$ 0	\$ 166,896
9. Total Direct Costs (lines 1-8)	\$ 2,706,298	\$ 1,649,948	\$ 1,567,340	\$ 0	\$ 0	\$ 5,923,586
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9- 11)	\$ 2,706,298	\$ 1,649,948	\$ 1,567,340	\$ 0	\$ 0	\$ 5,923,586

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

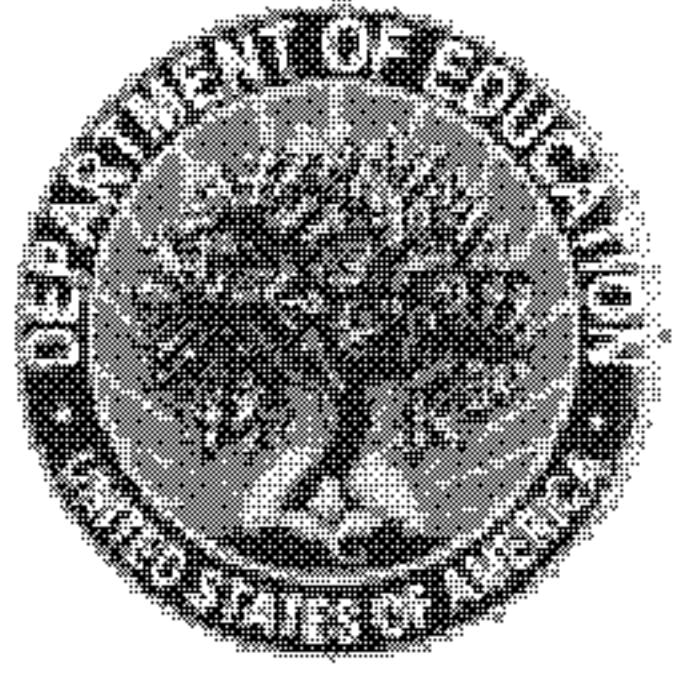
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 5.4%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Delaware Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 368,750	\$ 368,750	\$ 248,750	\$ 0	\$ 0	\$ 986,250
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 2,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,000
5. Supplies	\$ 200	\$ 200	\$ 200	\$ 0	\$ 0	\$ 600
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 370,950	\$ 368,950	\$ 248,950	\$ 0	\$ 0	\$ 988,850
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 370,950	\$ 368,950	\$ 248,950	\$ 0	\$ 0	\$ 988,850

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

- 7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- 8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Lillian Lowery Ed. D.

Title: Secretary of Education

Date Submitted: 12/03/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee <div style="margin-left: 150px;">Tier, if known: 0</div> Name: n/a Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): n/a Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): n/a Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Lillian Lowery, Ed. D. Title: Secretary of Education Applicant: Delaware Department of Education Date: 12/03/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Delaware Department of Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Lillian Middle Name:
Last Name: Lowery Suffix:
Title: Secretary of Education

Signature: Date:
12/03/2009

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Bruce	E	Dacey	

Address:

* Street1:	401 Federal Street Suite 2
Street2:	Townsend Building
* City:	Dover
County:	Kent
* State:	DE* Zip / Postal Code: 19901 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(302)735-4140	(302)739-4221

Email Address:

BDACEY@DOE.K12.DE.US

2. Applicant Experience

Novice Applicant	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not applicable
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3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

Are ALL the research activities proposed designated to be exempt from the regulations?

<input type="checkbox"/> Yes	Provide Exemption(s) #:
------------------------------	-------------------------

<input type="checkbox"/> No	Provide Assurance #, if available:
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Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: Pages: **0** Uploaded File: **G:\Longitudinal Grant 2009\ProjectAbstract.doc**

PROJECT ABSTRACT

Title: Delaware's Automated System for Educational Reporting (DASER)

Main Contact: Bruce E. Dacey, Ed. D.

Description: The Delaware Department of Education (DDOE) has an abundance of data, but needs to improve in the many areas such as integrating data between preschool, K to 12, post-secondary institutions, and workforce development. Delaware state agencies, colleges and universities, and pre-school institutions need help in making their data systems compatible with the DDOE. The technology architecture (data structures/tables and applications) has evolved rather than been designed from a long term vision. As a result, the applications (eSchoolPlus, DELSIS and the data warehouse) are not optimized around a comprehensive data model that fosters easy expansion and use. Delaware is like a lot of other states in that we have limited funds and staff to make all of the changes needed to more effectively meet federal requirements. In addition Delaware is uniquely situated to be a model data system for the country.

For this and many other reasons, Delaware intends to apply for the Statewide Longitudinal Data Systems Grant to improve our systems structure for state and federal reporting, P-20 data integration, as well as set the standard for data systems around the country. Based on continuous feedback from our local school districts and charter schools, as well as the NCES Forum, EdFacts, and the Data Quality Campaign, Delaware will focus on the following areas. We will build with our agency partners a Client ID system to match clients among and between agencies to better serve them from pre-school to adulthood. We will make our system interoperable with other agencies, states, and systems by documenting the Information Systems Architecture. We will move from 'stovepipes' to a unified client management system data warehouse which will create standard codes, definitions, programming skills, ad hoc and programmed reports. This system will be enveloped around a new identify management system. Finally we propose to introduce an electronic transcript exchange system which will seamlessly communicate with instate and out of state colleges and workforce organizations.

Budget Request:

Year 1: \$2,704,298.00

Year 2: \$1,649,948.00

Year 3: \$1,650,788.00

Total: \$6,005,034.00

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: Pages: **0** Uploaded File: **G:\Longitudinal Grant 2009\ProjectNarrative.doc**

(a) Need for Project

Delaware is recognized nationally as possessing one of the country's most sophisticated and robust state longitudinal data systems. In fact, Delaware is one of a few states to possess all ten elements of the Data Quality Campaign's Ten Essential Elements of a Longitudinal Data System. Currently the Department of Education is responsible for education reporting for all public schools in Delaware. This includes 19 school districts and 18 charter schools. Together they serve more than 124,000 students.

The Department of Education accomplishes its reporting functions through the use of several disparate systems. These systems include the current State Longitudinal Data System called the Delaware Student Information System (DELSIS) and a statewide pupil accounting system called eSchoolPLUS from Sungard Pentamation. DELSIS is used to assign a unique student identifier that follows a student through their public K through 12 education careers and allows the Department of Education to link student information with other relevant data. DELSIS contains longitudinal data on students that dates back to 1994. eSchoolPLUS is hosted at the Department of Education in Dover, Delaware. Data from eSchoolPLUS populates a statewide consolidation database which contains near real-time data on every public school student in Delaware. This consolidated database is called eSchoolMaster and contains information such as student attendance, discipline, grades, schedules, state test scores, college readiness test scores (SAT and ACT), demographics, etc. Our statewide pupil accounting system together with DELSIS forms the basis for tracking student movements between schools and districts and is also used by the DDOE program managers, specifically Title 1, ELL, special education, and assessment.

Even though the various DDOE program managers who work with the school districts pay a great deal of attention to the quality of the data contained in the system, Delaware's current system is not perfect. DDOE currently spends many man-hours gathering, sorting, verifying, and generating reports for Federal agencies, state agencies, school districts, teachers, and parents. Although the data is available, the mechanism for performing these tasks is a manual, time consuming process. Also, the current Delaware SLDS lacks maturity in the areas of early childhood, the 21st Century workforce, post secondary, and the armed forces. DDOE plans to develop a new system that integrates past data, currently collected data, and data from other agencies and present it in a cohesive portal that will provide authentication and reporting for all DDOE customers ranging from the public stakeholders, to teachers, to parents of current students. This new system would be called the Delaware Automated System for Education Reporting (DASER) and would provide stakeholders with user-friendly access to information from the two primary components of the DDOE Education Longitudinal Data System: the K-12 Instructional Warehouse and the Enterprise Longitudinal Data Warehouse.

DASER would bridge the gap between the potential for data driven decision making and the actual delivery through the use of a dynamic reporting framework. Development of DASER would permit DDOE to improve on three key data system requirements identified in this competition, specifically, the first, second and fifth capabilities. First, it will enhance DDOE's

ability to analyze student-level data from pre-kindergarten through high school. It will also inform success and readiness for postsecondary education, the 21st Century workforce and the Armed Forces. Second, the grant will support the development of system interoperability between contributing state agencies as well as between Delaware and other states, in order to inform policy based on successful practices. Finally, DDOE intends to develop its capability for the expedient delivery of user-friendly data on student achievement and growth to school leaders, teachers, parents, and other key stakeholders so that all parties will receive the same timely and cogent data being used to drive continuous improvement and decision-making in Delaware's schools.

In order to fulfill the goals of DASER, several subsystems must be developed in order to link the K-12 Instructional Data Warehouse and the Enterprise Longitudinal Data Warehouse. Listed below is a brief description of each subsystem (more detail follows).

- **Client ID Crosswalk Subsystem:** This subsystem of DASER will collect and store different agency client identifiers and store them for matching and identification purposes. It will reduce the redundancy of data maintained by agencies and allow agencies to use current identification systems in conjunction with systems from other agencies.
- **Interoperability:** By using the above subsystem, DASER will allow the exchange of data among agencies and institutions within the State and between States to inform policy and practice. In order to ensure effective utilization, training is a key component in the use of this system and the project will include ongoing instruction for district data officials.
- **Client Management Subsystem Information Layer:** This subsystem will create a unified data processing and reporting system enveloped by an enterprise identity system. This subsystem is the workhorse of the back-end that brings all of the varied data and subsystems together into a larger warehouse with the needed metadata to provide DDOE and its customers with relevant reporting.
- **Enterprise Identity Management and Portal Subsystem:** This subsystem will ensure compliance with FERPA regulations, create confidence in our state partners that data will be safe and secure, and strengthen the DDOE user validation and authentication for access to different levels of data and sets of applications. It will provide distributed administration of the complex user roles and relationships to organizations necessary to provide appropriate access to confidential student data.
- **Enterprise Reporting Subsystem:** Data must be used, not merely collected, to answer critical questions about outcomes and performance, particularly at crucial transition points in the education pipeline. In addition, an ad-hoc reporting subsystem will be created which utilizes the Enterprise Identity Management System to validate user access and then determine what data can be used for reporting.
- **Student Record and Transcript Data Exchange Subsystem:** This subsystem will benefit Local Education Agencies (LEAs), State Education Agencies (SEAs) and the federal government by providing a common framework for student transcripts that will provide meaningful data from Pre-K through entry into the work force.

Delaware has been working on school reform and developing its education longitudinal data system in tandem with its reform efforts for many years. The Delaware Vision 2015 Plan and corresponding Vision Network is an example of the innovation public, private and civic stakeholders who have collaborated to implement Delaware's nationally acclaimed plan to develop a world-class public education system. The Vision Network presently boasts the participation of twenty-five schools, including three charter schools, and serves nearly 20,000 students. These Vision Network partners recognize the need for change and volunteered to focus on the critical areas of leadership and instruction. The Vision Network partners receive, among other things, training on how to use student data to drive decision-making and to adjust instruction to meet students' individual needs. DDOE's present Secretary of Education, Dr. Lillian Lowery, was formerly Superintendent of a Vision Network school district.

Delaware has also made gains by viewing its education pipeline through a P-20 lens. The Delaware P-20 Council was established in 2003 by Governor Ruth Ann Minner's Executive Order 47 and placed in statute in 2005. The Council's overall goal is to establish a logical progression of learning from early childhood to post-secondary education by reducing the need for remediation and with particular attention paid to transition points within the education pipeline. Delaware's P-20 Council has been one of the nation's most active and effective. The P-20 Council benefits from interagency cooperation and representation from state leaders, higher education, and Delaware's business community. Among its many successes, the P-20 Council proposed Delaware's more rigorous graduation requirements that were adopted by the State Board of Education. In addition, the P-20 Council recognized the need for increased data linkages between agencies and sectors to inform its decision making. The P-20 Data Committee was formed by the Council to establish the P-20 Data Cube, linking student level K-12 data to student- and course-level higher education data. The P-20 Data Cube is populated with data from both public and private sector institutions of higher education in Delaware.

Governor Jack Markell, upon his election in 2008, challenged DDOE to transform the public education system. Governor Markell views education as the cornerstone for Delaware's economic growth and quality of life for its citizenry. DDOE has presented the Markell Administration with a new strategic plan in support of this goal. The Delaware Department of Education Innovation Action Team Strategic Plan for the Delaware Public Education System is structured into Five Strategic Goals, each targeting key areas within the overall education system. The five key areas are: 1) Standards and Assessments, 2) Longitudinal Data Systems, 3) Teacher Quality, 4) Low-Performing Schools, and 5) Effective, Efficient Service Delivery. The Plan was developed over several weeks with input from diverse teams of stakeholders. These teams represented each of the Five Strategic Goals of the plan. The teams were asked to identify the most crucial objectives and strategies that would have the greatest impact on improvement in Delaware's public education system and lead it to serve as a model for the nation. In building its longitudinal data systems the DDOE Plan focuses on actions that will build

on existing data systems, including even more value-added data from other state agencies. Specifically, DDOE committed itself to engage in a concentrated initiative to increase the focus on data-driven decision-making in every area of school planning, from teachers to principals to district leaders to parents. This initiative represents a challenge for DDOE: that DDOE will significantly improve the extent to which it uses its sophisticated and robust data to support the assurances of the DDOE Plan. To this end, DDOE will build the data governance structures and processes that will ensure data is used more robustly, is more inclusive and is more accessible by more stakeholders.

The DASER system will serve as the core for all of our longitudinal data collections and include data from early childhood, kindergarten through high school, higher education, and career/workforce development. DDOE can address the weaknesses in the scope of its present Data Warehouse and reporting capabilities by linking the existing K-12 Instructional Data Warehouse with an expanded interagency Enterprise Longitudinal Data Warehouse. In its present systems, DDOE Technology Management and Design has identified the following weaknesses:

- The LDS currently does not include any workforce/labor data.
- There is little data on out-of-state college enrollment.
- K-12 reports are cumbersome to access and not user friendly.
- Reports do not answer the questions posed by a wide enough cross-section of stakeholders.
- We have limited data on Early Childhood.
- There is no cross-agency identity tracking method, making it hard to track students services and outcomes.

DASER's success in providing the information that will drive the continuous improvement called for in the DDOE Strategic Plan depends on putting inter- and intra-agency governance structures in place. These structures will address these weaknesses in addition to fostering interagency collaboration, robust use of data, privacy protection, and research and analysis. Strong outputs are expected by stakeholders and will be delivered when all system components and governance structures are in place.

Delaware Proven Success and Ability to Sustain the System

In 2005 Delaware possessed five of the 10 essential elements of a State Longitudinal Data System as defined by the Data Quality Campaign. After several years of hard work, we expanded our SLDS to encompass all ten elements in 2007. Delaware is unique in that we have several statewide data systems which support our ability to link students, teachers, and schools. The systems we have in place that provide a wealth of core data are:

- Statewide Pupil Accounting System that make use of unique student identifiers.
- Statewide Payroll System for tracking teachers and administrators across districts and schools.

- Statewide financial system which can be used to track expenditures across districts and schools.
- Statewide teacher licensure system with unique teacher and administrator identification.
- Longitudinal testing warehouse which contains test data back to 1997.

Once DASER and its subsystems have been designed, built, and implemented, we will re-direct current staff to maintaining the systems. We have implemented strong application development tracking processes to ensure that bugs are fixed and enhancements are planned for and fixed on a regular basis. All of our currently running data collections systems are routinely evaluated for needed maintenance, enhancements and updates, which are all scheduled annually. Given our successful track record with EDEN/EDFacts Reporting, and the expansion over time of our longitudinal data systems, we have the capacity to deliver DASER on time and to ensure its success and sustainability for the future.

(b) Project Outcomes Related to System Requirements and Implementation

Project Outcome 1: Client ID Crosswalk Subsystem

The Client ID Crosswalk Subsystem of DASER is central to resolving current issues of service fragmentation and would provide more stringent privacy protection of individuals and families by removing the possibility that any one agency would need to work with another's unit-record identifiers. Tiered levels of access to DASER will be more easily managed and the data elements that each access level has will be more finely tuned. Data governance structures will inform developers which stakeholders may use specific data elements and/or determine if access must be handled within the framework of informed client consent. Once complete and operational, the Client ID Crosswalk Subsystem would eliminate tasks that involve the manual matching of disparate identifiers in the present Enterprise Longitudinal Data Warehouse to produce reports that unify data elements. As this system reaches maturity, the level of sophistication of the information generated by the Enterprise Longitudinal Data Warehouse and accessed through DASER will increase dramatically. The Client ID Crosswalk Subsystem is the driver that will permit DASER to deliver a more comprehensive view of the totality of factors affecting an individual student's learning to instructional personnel. Other stakeholders will be able to see aggregated measures that are pertinent to their particular interests and roles in the education pipeline.

Tasks/Outputs – Client ID Crosswalk Subsystem

1. Build a layer of information above both the Enterprise Longitudinal Data Warehouse and the K-12 Instructional Data Warehouse that holds student-client identifiers (e.g. Department of Health and Social Services, Department of Education, Services for Children, Youth and Their Families, institutions of higher education). This layer is unlikely to reside on DDOE servers, given the multi-agency ownership of the Enterprise Longitudinal Data System. A location at the Delaware Department of Technology and Information is anticipated.
2. Determine validation and normalization techniques that will ensure efficient cross-agency identification and optimal functionality.
3. Assign responsibility for the management of the subsystem to the appropriate governing entity.
4. Test the ability of the Client ID Crosswalk Subsystem to track children receiving services across state agencies.

The Client ID Crosswalk Subsystem is the engine that drives DASER. It also performs the "policing" role of authenticating logins to DASER and pulling together the appropriate data elements in a user-friendly, graphical "dashboard" format. If this application for federal SLDS funds is successful, application development will be able to commence by the third quarter of the first year, with deployment, testing and maintenance plans in place by the end of the first year.

Project Outcome 2: Interoperability

State and district data personnel must be informed and trained on the data standards that the repositories behind DASER will utilize. An enterprise metadata dictionary is a foundational component that will be formalized and consolidated from the separate and disparate data dictionaries that are now maintained both within DDOE and among the external agencies that contribute data to the Enterprise Longitudinal Data Warehouse. The four assurances from the State Fiscal Stabilization Fund (SFSF), and the seven capabilities and 12 elements from the American Competes Act for our existing education longitudinal data require a sustainable policy, process and on-line application to access and manage our data definitions and align them to national standards. DDOE has a recently updated its enterprise metadata dictionary, but as yet has not incorporated interagency data definitions. The data dictionary does have the capacity to produce gap analysis reports for the requirements of specific reporting exercises (e.g. EDFACTS). In addition, an information systems architecture (ISA) is needed to bring together into a single resource guide all of the policies, procedures, standards, templates and processes that must be established and followed in order to permit the continuity of DASER and its components as personnel change within DDOE and the contributing agencies. A detailed data flow and process map will be created to describe how data are collected, stored and accessed across all internal and external administrative units. Much of this is presently documented within the DDOE K-12 Instructional Data Warehouse, but updating will be needed as DASER develops. Assignment of the monitoring and management of this effort will be made to the appropriate data governance entity. Finally we must be able to communicate clearly to our stakeholders what our policies and procedures are regarding the confidentiality of student-client data.

Tasks/Outputs – Interoperability

1. Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases.
2. Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards.
3. Design and document an enterprise relational data model for DDOE and all agencies, organizations and school districts.
4. Develop policies and procedures to support interoperability by using standard data structures, formats and data definitions to ensure linkage and connectivity among the various levels and types of data.
5. Develop a sustainable policy guide and reference document consolidating laws, regulations, guidelines, policies, etc. related to the collection, storage, access, use and destruction of data.
6. Commence documentation of all quantitative, longitudinal statistics and/or indicators (e.g. dropout rate) and other key facts (e.g. disaggregation by school name).

Project Outcome 3: Client Management Subsystem Information Layer

The Client Management Subsystem Information Layer will create a unified K-12 instructional data processing and reporting subsystem enveloped by an enterprise identity subsystem. The K-12 Instructional Data Warehouse is comprised of a pupil accounting system offering several dashboards to districts, teachers and parents. Centrally managed applications support several core reporting functions at the district level. More in-depth information is provided by a number of data marts under the K-12 Instructional Data Warehouse umbrella. If this application is successful, SLDS funds will accelerate the development of the Client Management System Data Warehouse information layer. This layer will authenticate users via an enterprise identity management system and permit them access to data elements residing on their assigned tier-level of access. At completion, users will not be limited to information based in a particular module, cube or data mart, but rather data elements across both the K-12 Instructional Data Warehouse and the Enterprise Longitudinal Data Warehouse, as deemed appropriate by their assigned tier-level of access. SLDS funds will enable DDOE to expedite development of a layer of information that is intra- and inter-agency in nature, yet appears to the user as a seamless repository of data.

INFORMATION LAYERS		
Client Management System Information Layer		
Intra-Agency Information Layer K-12 Instructional Data Warehouse		Inter-Agency Information Layer Enterprise Longitudinal Data Warehouse Layer
Pupil Accounting	Information/Reporting	Repositories
eSchoolPlus -School/District Enrollment -School Status -Student Achievement -NCLB Measures	EDEN/ED FACTS	Children’s Services
IEPPlus -Individualized Special Education	Adequate Yearly Progress	Finance and Personnel
Teacher WorkStation -Integrated Gradebook -Assignment Tracking -Attendance Management -Communication with Parent(s)	Unit Count (Finance)	Health and Social Services
Home Access Center -Children’s Grades -Attendance -Assignments -Discipline	Data Marts -Delaware State Testing Program -District Finance -DE Educational Personnel Sys. -School Profiles -DSTP Participation	Department of Labor

Tasks/Outputs – Client Management Subsystem Information Layer

1. Develop and implement processes to continually evaluate how data is collected and used.
2. Create a data framework for capturing essential early childhood indicators.
3. Align post-secondary first-year course competencies with K-12 courses to reduce postsecondary remediation.
4. Build capacity within DDOE for planning, research and analysis in order to develop reporting mechanisms that can be used for program evaluation.
5. Link teachers with the postsecondary teacher preparation programs that prepared them for the classroom and compare with student achievement.
6. Integrate Drop-Out Prevention system, with its indicators of at-risk students.
7. Link P-20 data to workforce needs.
8. Link postsecondary outcomes to K-12 curriculum and achievement data.
9. Link P-20 data with National Student Clearinghouse data for a more complete view of student postsecondary enrollment activity such as college transfer activity, time-to-degree and student readiness and persistence in higher education.
10. Build new data repositories that integrate and link student, staff, school facility and financial data.
11. Develop and implement methodologies for data validation and reliability processes.
12. Develop and implement the Individual Student Profile based on stakeholder feedback during Innovation Action Team meetings (Summer, 2009). Organize focus groups to solicit recommendations to improve and/or expand the information included on the profiles.
13. Create data transformation systems as needed to seamlessly import data from external agencies.
14. Develop training that orients educators, parents and policy makers to available data and how it informs continuous school and instructional improvement.
15. Develop a communications and outreach strategy to raise awareness of available data and how DDOE is designing it to inform continuous school improvement.

Project Outcome 4: Enterprise Identity Management and Portal Subsystem

The Enterprise Identity Management and Portal Subsystem of DASER is the gatekeeper to the Client Management Information Layer. The functionality of this subsystem is to provide for the automated administration of complex user roles and relationships necessary to provide appropriate access to confidential student data among diverse stakeholders. The Enterprise Identity Management and Portal Subsystem is the mechanism that will ensure access to student-level data complies with FERPA, to assure partners that data will be safe and secure. This subsystem will also leverage a statewide enterprise portal to provide Delaware educators with Web 2.0 capabilities to publish and share curriculum content, communicate with groups of other educators, and participate in on-line discussion groups with others who share common

interests. A recent analysis by ESP Solutions Group identified three primary directory systems that DDOE must maintain over its present information layers. First, the K-12 Active Directory is a statewide LDAP forest structure used by districts and the DDOE staff to provide basic network and Windows authentication. Second, the eSchoolPLUS Active Directory is a single central LDAP structure used to provide eSchoolPLUS users with authentication and authorization. Third, the DDOE Single Sign-On system which is internally developed and used by 20,000 users to provide authentication for applications with limited-access specifications. Funds received as a result of a successful SLDS Grant application will enable DDOE to begin development immediately on the Enterprise Identity Management and Portal Subsystem, which harness and unify the three primary authentication systems that will secure the data comprising the Client Management System Information Layer described in Project Outcome #3.

Tasks/Outputs – Enterprise Identity Management and Portal Subsystem

1. Establish a unified Active Directory encompassing in all DDOE information layers.
2. Establish a relational directory showing relationships among users and resources.
3. Establish provisioning that allows administrators to monitor access rights and privileges to ensure the security of resources and user privacy and minimizes vulnerability of systems to security breaches and abuse.
4. Establish a directory manager which allows administrators to set access rights for individual users as well as groups.
5. Establish a single sign-on point of entry to the Client Management Subsystem Information Layer, permitting users anytime access to information in formats of their choosing to facilitate analysis for decision-making.
6. Establish communication and collaboration connections for interactive tools such as meeting services, real-time polls, chats, whiteboard, etc.
7. Establish online community sites that are a location with customized views and specific content for particular groups of users.

Project Outcome 5: Enterprise Reporting

DDOE recognizes that assembling data into repositories is only the first step in promoting the use of data to support continuous improvement in Delaware's schools. DDOE intends to improve both the quality and content of its data reporting, as well as furnish training to educators on how to use data reports to improve classroom outcomes. DDOE must develop its data analysis capacity in order to be able to communicate to educators and decision makers how to interpret data so that they are able to use data effectively as they access our data portals independently to meet their own real-time needs. Professional development for educators who have not previously been data consumers is a crucial component in using data systems. In order to arm educators with information that will foster transformational change, it is imperative that DDOE build reporting capacity. This becomes even more urgent as DDOE introduces the new Delaware Comprehensive Assessment System (DCAS) with its summative and formative components.

DDOE is aware of areas where improvements can be made. An analysis of our reporting capabilities by ESP Solutions Group found that reports and statistical data are indeed posted on the DDOE web site, but there is little guidance on how to interpret the reports and datasets. In many cases, data are not presented in longitudinal tables, thus making it difficult to recognize changes over time. Graphical views are not available and there is often a delay in posting reports and datasets after the underlying data becomes available. Perhaps most importantly, few online tools are provided to make it convenient for external stakeholders and educators to produce ad-hoc queries. Finally, few online tools are offered specifically to teachers. Having acknowledged these weaknesses, it is notable that DDOE is recognized as a leader in ED FACTS reporting. Staff capacity has limited the ability of DDOE to apply the same leadership for the benefit of all of its stakeholders. However, reporting metrics for State Fiscal Stabilization Funds require that DDOE ramp up its reporting capabilities and expand the scope of its instructional reporting to include data elements from external agencies. Funds attained from a successful SLDS Grant proposal will permit DDOE to quickly build the staff capacity to develop more effective reporting on presently available data.

Tasks/Outputs – Enterprise Reporting

1. Design a reporting system to track student growth and progress in order to foster continuous improvement over time.
2. Develop common course coding, GPA calculations, attendance definitions and other standards to facilitate comparisons across schools and districts.
3. Create targeted reports for policymakers, educators, parents and students.
4. Collaborate with researchers to explore effective data presentation and reporting methodologies.
5. Create student profile reports that draw on the full spectrum of Client Management Information Layer data.
6. Create a user interface where an individual student's rate of growth is demonstrated and can be correlated with demographic indicators and state expectations.
7. Create a user interface for parents where individual student progress can be viewed in user-friendly formats.
8. Create user-friendly reports for educators based on indicators that suggest students who may be at risk of dropping out of high school.
9. Create reports that evaluate and rate internal and external intervention programs.
10. Create reports that benchmark Delaware students against national and international metrics.
11. Develop reports that accompany data linkages teachers and teacher preparation programs and suggested impact on classroom outcomes.
12. Reports that demonstrate P-20 alignment with workforce needs.

13. Make available in DASER reports from an expanded Correlates of Achievement Data-Based Indicator System (CoA)¹ to include additional data elements: 1) Health & individual indicators 2) Teacher-level indicators (e.g. attendance) 3) Student mobility 4) Longitudinal data 5) Use of Technology in the classroom. Provide ongoing professional development on how to use the system.
14. Develop reporting mechanisms that will aid in making school and district resource allocations.
15. Develop professional development and training on report interpretation and ongoing communications strategy on available and emerging reporting capabilities.

Project Outcome #6 – Student Record and Transcript Data Exchange Subsystem

DDOE is well-positioned to implement a Student Record and Transcript Data Exchange Subsystem. The statewide pupil accounting system, eSchoolPLUS, maintains transcript data for all secondary students and produces PDF transcripts for use by postsecondary institutions. DDOE has long desired to move beyond the current state-of-the-art transcript production and develop a system that will transfer transcript *data* from inter-connected eSchoolPLUS clients, other pupil accounting systems, colleges, universities or workplace applications. The interoperability of this subsystem will be supported by standard data structures, data formats, and data definitions to ensure linkage and connectivity among varied data formats and hierarchies. DDOE sees this initiative not only as a mechanism to revolutionize the transfer of transcript information, thereby increasing convenience among all users, but *will also serve as a mechanism to drive the necessary buy-in throughout K-12 and postsecondary education to adopt statewide standards in regard to standard data types, data definitions, formats and even GPA calculations*. Statewide common course codes, GPA calculations and student attendance definitions would follow as a logical step in automating the movement of student transcript data. In addition, *since all eSchoolPLUS clients are required to produce transcripts that include the DDOE unique student identifier, we anticipate greatly improved data linkages with the state public and private institutions of higher education as well as improved linkages with workforce data*. If this application for SLDS funds is successful, initial planning could begin immediately, followed by the identification of a state-approved IT consulting firm that would augment DDOE staff by furnishing additional application developers and programmers. Furthermore, by

¹ The Correlates of Achievement Data-Based Indicator System (CoA) was created in 2005 and represents a joint partnership between DDOE and the University of Delaware Research & Development Center and the Delaware Academy for School Leadership (DASL). CoA is based on ETS' Parsing the Achievement Gap report (<http://www.ets.org/Media/Research/pdf/PICPARSING.pdf>, <http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>), a research synthesis of indicators that affect student achievement. CoA was made available to school and district administrators with the goal of providing them with a user-friendly data system to help them make decisions to improve their schools and with the specific intent to aid in closing the achievement gap among various student groups. Current indicators included in the system focus on student curriculum, teacher experience and preparation, class size, student engagement, suspension and student attendance. Administrators have thus far found CoA to be informative and useful in their school planning and improvement efforts. The Parsing the Achievement Gap II report shows that little has changed in the achievement gaps between subgroups, indicating that work still needs to be done to close achievement gaps. In addition, an expansion of CoA would provide an opportunity to determine if trends indicate that schools are changing over time in regard to these indicators. Determining which additional indicators are available now in Delaware and how they would be collected and reported would be a logical exercise to include in DDOE's overall initiative to develop and expand enterprise reporting.

documenting each development component of the Student Record and Transcript Data Exchange Subsystem, DDOE would be able to share the technology with other states who are contemplating similar systems.

Tasks/Outputs – Student Record and Transcript Data Exchange Subsystem

1. Implement a subsystem capable of generating transcript data for exchange between all public PreK-12 schools and districts and among the institutions of higher education in Delaware.
2. Create and deploy the Delaware Transcript Center application, with appropriate levels of access and activities for school, district, postsecondary and public users.
3. Create state data standards for student record and transcript data.
4. Adopt a statewide course classification system aligned with the Secondary School Course Classification System, School Codes for the Exchange of Data (SCED) system and will be capable of meeting the requirements for linking teachers and students and measuring academic growth for use in this and other DASER system applications described in this document.
5. Develop and provide in-person and online training modules for the various types of users.

(c) Timeline

Project Outcome 1: Client ID Crosswalk Subsystem Timeline

Year	Completion Quarter	Activities
1	1	The Health Education and Workforce Council meets to solidify support for DASER and define agency expectations of the system.
1	1	Agency heads will designate staff to serve on Enterprise Data Warehouse Committee, which will drive and manage development and determine standards for interoperability.
1	1	Agency heads will designate staff to serve on Enterprise Data Warehouse Research and Development Committee, which will develop a preliminary research agenda and processes for requesting and using data for ad hoc research projects.
1	1	Early Childhood Data Committee will meet to define and develop a work plan for consolidating desired data elements into a cube.
1	2	Define a project scope with clear objectives for collecting interagency data. Determine feasibility statuses for the desired contributions from the various agencies and identify any regulatory roadblocks that need to be addressed. Interview agency staff as necessary.
1	3	Document all requirements and recommendations for addressing obstacles. Prepare reports as needed to Health, Education and Workforce Council and other stakeholders (ongoing).
1	4	Add to metadata and architecture models. Select and design technology, data, and business intelligence applications. Design databases. Deploy application, test and establish maintenance plan.
2	1	Develop database queries that will track children receiving services across state agencies. Prepare standard reports that meet the needs of stakeholders (e.g. to help make resource allocation decisions). Prepare reports with findings for the Health, Education and Workforce Council (ongoing).
2	4	Analyze data to determine where relationships exist between services received and possible links to student achievement. Report as required.

Project Outcome 2: Interoperability Timeline

Year	Completion Quarter	Activities
1	1	Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases.
1	4	Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards.
1	4	Develop policies and procedures to support interoperability by using standard data structures, data formats and data definitions to ensure linkage and connectivity among the various levels and types of data.
2	1	Develop database queries that will track children receiving services across state agencies. Prepare standard reports that meet the needs of stakeholders (e.g. to help make resource allocation decisions). Prepare reports with findings for the Health, Education and Workforce Council (ongoing).
2	4	Design and document an enterprise relational data model for the DDOE and all agencies, organizations and school districts.
2	4	Document all quantitative statistics and/or indicators (e.g. dropout rates) and other key facts (e.g. disaggregation by school name).
2	4	Analyze data to determine where relationships exist between services received and possible links to student achievement. Report as required.
3	4	Add to metadata and architecture models. Select and design technology, data, and business intelligence applications. Design databases. Deploy application, test and establish maintenance plan.
3	4	Produce a sustainable, policies and procedures manual documenting and consolidating laws, regulations, guidelines, policies, etc., related to the collection, storage, access, use and destruction of data.
3	3	Document all requirements and recommendations for addressing obstacles. Prepare reports as needed to Health, Education and Workforce Council and other stakeholders (ongoing).

Project Outcome 3: Client Management Subsystem Information Layer Timeline

Year	Completion Quarter	Activities
1	1	Develop processes to continually evaluate how data is collected and used.
1	1	Link P-20 data with National Student Clearinghouse data for a more complete view of student postsecondary enrollment activity such as college transfer activity, time-to-degree and student readiness and persistence in higher education.
1	2	Integrate Drop-Out Prevention system, with its indicators of at-risk students.
1	2	Develop the Individual Student Profile based on stakeholder feedback during Innovation Action Team meetings (Summer, 2009). Organize focus groups to solicit recommendations to improve and/or expand the information included on the profiles.
1	4	Build capacity within DDOE for planning, research and analysis in order to develop reporting mechanisms that can be used for program evaluation.
1	4	Create a data framework for capturing essential early childhood indicators.
1	4	Link teachers with the postsecondary teacher preparation programs that prepared them for the classroom and compare with student achievement.
1	4	Develop training that orients educators, parents and policy makers to available data and how it informs continuous school and instructional improvement.
1	4	Develop a communications and outreach strategy to raise awareness of available data and how DDOE is designing it to inform continuous school improvement.
2	4	Link P-20 data to workforce needs.
2	4	Link postsecondary outcomes to K-12 curriculum and achievement data.
2	4	Develop training that orients educators, parents and policy makers to available data and how it informs continuous school and instructional improvement.
3	4	Create data transformation systems as needed to seamlessly import data from external agencies.
3	4	Build new data repositories that integrate and link student, staff, school facility and financial data.

Project Outcome 4: Enterprise Identity Management and Portal Subsystem Timeline

Year	Completion Quarter	Activities
1	4	Establish a unified Active Directory overlying all DDOE information layers.
1	4	Establish relational directory that shows relationships among users and resources.
1	4	Establish directory manager which allows administrators to set access rights for individual users as well as groups
2	2	Establish a single sign-on point of entry to the Client Management System Information Layer, permitting users anytime access to information in formats of their choosing to facilitate analysis for decision-making.
2	4	Establish customized views for specific user-types.
3	4	Establish communication and collaboration connections for interactive tools such as meeting services, real-time polls, chats, whiteboard, etc.
3	4	Establish online community sites that are a location with specific content and customized views for particular groups of users.

Project Outcome 5: Enterprise Reporting Timeline

Year	Completion Quarter	Activities
1	1	Create a student profile report with indicators such as achievement, growth, attendance, school mobility and other data elements. Release online dashboard format of student profile when appropriate.
1	1	Collaborate with researchers to begin development of reports that can be used immediately to impact instructional outcomes and foster school improvement (ongoing).
1	1	Commence educator training and professional development plans on available reporting. Plan future needs and communication venues to reach all stakeholders.
1	4	Define needs. Determine available reporting capabilities and prioritize future development based on need and emerging data availability. Collect requirements.
2	2	Begin development of metadata, architecture models and build reporting modules.
2	4	Standardize statewide course codes, GPA calculations, attendance and others measures to promote comparison across districts and schools.
2	4	Create reporting modules that inform policy makers, educators, teachers and parents with appropriate data.
2	4	Develop reporting module that links student and staff data with facility and financial data to aid in more effective resource allocation.
3	4	Expand Correlates of Achievement Data-Based Indicator System to include interagency indicators. Develop corresponding professional development and training.
3	4	Research how P-20 data can be used to show relative alignment with state workforce needs. Create accompanying reports and add to appropriate reporting modules.

Project Outcome #6 Student Record and Transcript Data Exchange Subsystem Timeline

Year	Completion Quarter	Activities
1	1	Form an advisory committee comprised of 8-12 public school district and higher education representatives to provide guidance and oversee the project, tentatively named the Delaware Transcript Center system.
1	1	Upon receiving Delaware's approval of the proposed project scope, the National Transcript Center (acting on DDOE's behalf), will facilitate initial discussions surrounding basic transcript formats and other compatibility requirements and respond to technical concerns.
1	2	Advisory committee produces an initial Delaware Transcript Center data specification document.
1	3	Analyze SCED handbook.
1	3	Hire/designate a curriculum-scheduler staffperson.
1	3	Make modifications to current data systems.
1	3	Develop district training methodologies and materials.
1	3	<p>District communication and registration plan commences.</p> <p><u>Within 30 days of approval of project plan</u></p> <ol style="list-style-type: none"> 1. "Coming Soon" document explaining key features, attributes and benefits is distributed to all districts, regional education agencies and data service centers. 2. Release a joint press release with a quotation, to state, local and industry media from the Secretary of Education or Deputy declaring the benefits and cost-savings of the system. <p><u>Within 60 days of approval of project plan</u></p> <p>Frequently Asked Questions distributed to districts, regional education centers, data service centers, K-12 Instructional Data Warehouse Governance Council and the Enterprise Data Warehouse Governance Council. FAQ's include information about data security policies and FERPA compliance.</p> <p><u>Within 90 days of approval of project plan</u></p> <p>Distribute a data specifications sheet to all districts, regional education centers and data service centers.</p>
1	4	Code and train district staff in four districts.
1	4	Refine training manual and materials.
1	4	Compare state course equivalent codes among different districts and recode as necessary.
1	4	The Delaware Transcript Center web site will be created, launched and branded using DDOE logos and graphics. The National Transcript Center will provide DDOE with a design prior to launch with mock-up approval. In order to accustom a pilot group of guidance counselors and registrars to the Delaware Transcript Center,

		initial functionality will permit participating districts to send and receive PDF-formatted records and transcript, with no data support.
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Project Outcome #6 Student Record and Transcript Data Exchange Subsystem Timeline - Continued

1	4	Data specifications are published and circulated to LEAs, schools, districts and postsecondary institutions.
1	4	Pearson will commence programming for the Delaware Transcript Center that adds functionality permitting the receipt and transmittal of student record and transcript data.
1	4	Pearson initiates contact with public postsecondary institutions and encourages usage of the Delaware Transcript Center.
2	3	Code and train remaining districts and charter schools.
2	3	Begin setups and loading of data for eSchoolPLUS state course coding system in the course catalog.
2	3	Revise training materials.
2	3	Establish process for annual review of training materials and review and update of state course equivalents.
3	4	Pearson will host Delaware Transcript Center webinars and provide online video tutorials to registered PreK-12 school and district end users. Users will have access to the Delaware Transcript Center web site that includes PDF User Manuals and FAQs.

(d) Project Management and Governance Plan

Data Governance

DDOE is prepared to build on its track record of competent data stewardship of its K-12 Instructional Data Warehouse and prepared to implement intra-agency data governance processes that will facilitate the use of data in fostering continuous improvement across the Delaware public education system. Furthermore, DDOE will seek the necessary support from the Executive and Legislative Branches of Delaware state government to implement the interagency data governance structures needed to deliver collaborative data for research and analysis. Delaware Code presently requires the Cabinet-level agency heads from the Department of Education, Department of Labor, Department of Health and Social Services, and Department of Services for Children, Youth and Their Families to collaborate on issues and research of mutual interest. Drawing on the spirit of this mandate, DDOE intends to recommend implementation of two standing councils to establish a comprehensive data governance plan that encompasses both the K-12 Instructional Data Warehouse (intra-agency) and the Enterprise Longitudinal Data Warehouse (inter-agency) components that will comprise the new DASER system.

K-12 Instructional Warehouse Governance Council – Oversee governance of K-12 Instructional Data Warehouse component of DASER.

Responsibilities: Monitor progress on DASER and guide its development.

Membership: Director, DDOE Technology Management and Design, DDOE Data Managers, DDOE Work-Group Directors, University of Delaware's Delaware Academy for School Leadership Director.

- **K-12 Data Warehouse Policy Committee:**

Responsibilities: Interoperability and policy-making regarding the compliant usage and access of K-12 Instructional Data. Identifies data elements needed. Develops training plans for DDOE and district personnel on DASER.

Membership: DDOE and District Data Stewards.

- **K-12 Instructional Data Warehouse Research and Development:**

Responsibilities: Drive and build capacity within DDOE for K-12 Instructional Data analysis and recommend reports and other venues for communicating results to stakeholders.

Membership: DDOE and District Data Coordinators.

- **Pupil Accounting Coordinators Committee:**

Responsibilities: Coordinate data collection, reporting and training on the K-12 Pupil Accounting System.

Membership: District Pupil Accounting Data Coordinators.

Health Education and Workforce Council (HEWC) – Oversee governance of the Enterprise Longitudinal Data Warehouse component of DASER. Define relationships between disparate data sets (e.g. social services and education data), and prioritize what will be studied and measured and how it will be reported. Align data integration activities with state goals. Appoint appropriate personnel to related data governance subcommittees.

Membership: Cabinet-Level officials from agencies who contribute data to the Enterprise Longitudinal Data Warehouse (state agencies, external service providers, institutions of higher education).

Responsibilities: Identifies needs requiring Cabinet-level support in building the Enterprise Longitudinal Data Warehouse so that it meets the needs of each respective agency's stakeholders. Appoints members, coordinates activities of and hears reports from the following sub-committees:

- **Early Childhood Data Committee**

Responsibilities: Serves as a resource on available early childhood data and coordinates the elements necessary to build the Early Childhood Data Cube within the Enterprise Longitudinal Data Warehouse.

Membership: Co-Chairs (One from DDOE Technology Management and Design (TMD), One from an Early Childhood agency), Data Stewards from the state agencies with primary early childhood care and education responsibilities.

- **Enterprise Data Warehouse Committee**

Responsibilities: Interagency linkage and interoperability within the Enterprise Longitudinal Data Warehouse.

Membership: Co-chairs (One from DDOE TMD, One from agency external to DDOE), Interagency Data Stewards.

- **Enterprise Data Warehouse Research and Development Committee**

Responsibilities: Consider Enterprise Longitudinal Data Warehouse data requests. Build a robust research agenda that meets the needs of DDOE Plan Goals as well as the needs of both DDOE and interagency stakeholders with information dissemination coordinated primarily through DASER.

Membership: Chair, Interagency Data Coordinators, researchers and analysts, including institutions of higher education and other state agencies.

Project Outcome 1: Client ID Crosswalk Subsystem Project Management and Governance Plan

System Development: Enterprise Data Warehouse Committee (Inter-Agency collaboration), Director, DDOE Technology Management & Design (DDOE TMD), Database Manager (DDOE TMD), Programmers (DDOE TMD & Contracted), Security Administrator (DDOE TMD), Server Administrators, Delaware Department of Technology and Information.

Early Childhood Data Cube: Early Childhood Data Committee (Inter-Agency Data Stewards and Coordinators), Director, DDOE TMD, Database Administrator (DDOE TMD), Security Administrator (DDOE TMD).

System Reports & Queries: Enterprise Data Warehouse Research and Development Committee (Inter-Agency data users, analysts and researchers), Database Administrator.

Location, Development Activities – Client ID Crosswalk Subsystem: Primarily DDOE TMD.

Project Outcome 2: Interoperability Project Management and Governance Plan

Overall oversight: Director, DDOE Technology Management and Design

Interoperability Policies: Enterprise Data Warehouse Committee (Inter-Agency collaboration), Director, DDOE Technology Management & Design (TMD), Database Manager (DDOE TMD), Programmers (DDOE TMD & Contracted), Security Administrator (DDOE TMD), Server Administrator, (DDOE TMD), DDOE ED FACTS Coordinator, DDOE Wiki Coordinator, Delaware DTI Server and Data System Administrators, Contracted Programmers and Developers.

Location, Interoperability Policy Development, Testing – Interoperability: Primarily DDOE TMD.

Project Outcome 3: Client Management Subsystem Information Layer Project Management and Governance Plan

Overall oversight: Director, DDOE Technology Management and Design.

Component Management:

Data Evaluation Processes

K-12 Instructional Data Warehouse Governance Council, K-12 Instructional Data Warehouse Development Committee, DDOE TMD staff, External contractors.

Early Childhood Data Cube Development

K-12 Instructional Data Warehouse Development Committee, Early Childhood Data Cube Committee, DDOE Database Manager, DDOE Information Security Officer, DDOE Information Resource Manager, Early Childhood Agency Personnel.

Course Competency Alignment

Delaware P-20 Council, DDOE Curriculum Development Workgroup, Statewide Curriculum Cadre.

Research, Analysis and Reporting Strategies and Processes

K-12 Instructional Data Warehouse Governance Council, K-12 Instructional Data Warehouse Research and Development Sub-Committee.

Link Teachers & Teacher Preparation Programs

K-12 Instructional Data Warehouse Governance Council, K-12 Instructional Data Warehouse Research and Development Sub-Committee, Professional Accountability Workgroup.

Drop Out Prevention System Integration

DDOE Applications Manager, DDOE Database Manager, DDOE Information Resource Manager, Policy Analyst, State Board of Education, P-20 Council.

Link P-20 to Workforce Needs

Delaware P-20 Council, Department of Labor, Delaware Economic Development Office, Health Education and Workforce Council.

Link P-20 Performance to K12 Curriculum and Achievement

Delaware P-20 Council, Assessment and Standards Workgroup, K-12 Instructional Data Warehouse Research and Development Sub-Committee, External Education Research Contractor.

Link P-20 Data with National Student Clearinghouse Data

Delaware Higher Education Commission Data Analyst, Delaware P-20 Council, DDOE Information Resource Manager, DDOE Database Manager, DDOE Applications Manager.

Link Student Data with School Facility and School Finance Data

DDOE TMD Database Administrator, DDOE Financial Management Work Group, External Contractor, DDOE Information Resource Manager, DDOE Database Manager, DDOE Applications Manager.

Data Validation and Reliability

K-12 Instructional Data Warehouse Development Committee, DDOE Database Manager, DDOE Applications Manager, External Contractor.

Student Profile Report

Director, DDOE Pupil Accounting Data Manager, K-12 Instructional Data Warehouse Research and Development Sub-Committee.

Data Transformation Systems

DDOE Applications Manager, DDOE Database Manager, External Contractor.

Training and Professional Development

K-12 Instructional Data Warehouse Development Subcommittee, DESS.

Communications and Outreach Strategy

K-12 Instructional Data Warehouse Development Subcommittee, DDOE Pupil Accounting Coordinator, Policy Analyst – State Board of Education.

Location – Client Management Subsystem Information Layer Activities: DDOE.

Project Outcome 4 Enterprise Identity Management and Portal Subsystem Project Management and Governance Plan

Overall oversight: Director, DDOE Technology Management and Design.

Unified Active Directory, relational directory, directory manager, customized views: DDOE Network Manager, DDOE Security Administrator, DDOE Applications Coordinator, DDOE Server Administrators, DDOE Database Managers, DDOE Pupil Accounting Coordinator, K-12 Data Policy Committee, Enterprise Data Warehouse Committee, and External Contractor.

Customized Views, Web 2.0 functionality, online communities: Director, DDOE Technology Management and Design, DDOE Network Manager, DDOE Security Administrator, DDOE Applications Coordinator, DDOE Server Administrators, DDOE Database Managers, DDOE Pupil Accounting Coordinator, K-12 Data Policy Committee, Enterprise Data Warehouse Committee, Stakeholder Focus Groups as needed, External Contractor.

Location – Enterprise Identity Management and Portal Subsystem: DDOE.

Project Outcome 5: Enterprise Reporting Project Management and Governance Plan

Overall oversight: Director, DDOE Technology Management and Design.

Create a Student Profile Report: Director, DDOE Technology Management and Design, DDOE Pupil Accounting Coordinator, Educator Focus Groups.

Define needs and capabilities: K-12 Instructional Data Warehouse Research and Development

Training, Professional Development, Communication Plan: Director, DDOE Technology Management and Design, DESS, DDOE Pupil Accounting Coordinator, DDOE Applications Coordinator, Educator Focus Groups.

Metadata, architecture models, report development: External Contractor

Statewide course codes, GPA, attendance: Director, DDOE Technology Management and Design, DDOE Applications Coordinator, DDOE Pupil Accounting Coordinator, Curriculum Management and Design Workgroup.

Reporting Modules: Director, DDOE Technology Management and Design, DDOE Applications Coordinator, DDOE Pupil Accounting Coordinator, External Contractor, Stakeholder Focus Groups as needed.

Parent, Student User Interface: Director, DDOE Technology Management and Design, DDOE Applications Coordinator, DDOE Pupil Accounting Coordinator, External Contractor, Stakeholder Focus Groups as needed.

P-20 Alignment to workforce needs: DDOE Applications Coordinator, P-20 Council, Enterprise Longitudinal Data Warehouse Research and Development Committee

Correlates of Achievement System expansion: DDOE Pupil Accounting Coordinator, DDOE Applications Coordinator, DDOE Information Security Officer, DDOE Information Resources Manager, Health Education and Labor Council, Enterprise Longitudinal Data Warehouse Committee, K-12 Longitudinal Data Warehouse Policy Committee, Enterprise Longitudinal Data Warehouse Research and Development Committee, K-12 Longitudinal Data Warehouse Research and Development Committee, Early Childhood Data Committee, University of Delaware Research and Development Center, Delaware Academy for School Leadership, School and District Data Managers and Administrators.

Location – Enterprise Reporting Activities: DDOE (report and applications development), Districts, Schools, University of Delaware Research and Development Center.

Project Outcome #6 – Student Record and Transcript Data Exchange Subsystem Project Management and Governance Plan

Overall oversight: Director, DDOE Technology Management and Design

Develop, test and train on Student Record and Transcript Data Exchange Subsystem: DDOE Pupil Accounting Coordinator (Project Manager), DDOE Applications Coordinator, DDOE Network Administrator, DDOE Information Security Administrator, K-12 Instructional Data Warehouse Governance Council, Enterprise Longitudinal Data Warehouse Council, External Contractor(s), User Focus Groups as needed, DESS, Curriculum Development Workgroup, State Board of Education Policy Analyst.

Location – Student Record and Transcript Data Exchange Subsystem development: Primarily DDOE, training activities at schools, districts, regional service and data centers, institutions of higher education.

(e) Staffing

The following organizations and individuals will be primarily responsible for the accomplishment of the projects identified in this application for SLDS funds:

Delaware Department of Education

The Delaware Department of Public Instruction (DPI) was created in 1925. In 1997, the Delaware General Assembly passed legislation modifying DPI by making it a cabinet-level agency and changing its name to the Delaware Department of Education (DDOE). The position of State Superintendent was supplanted by the position of Secretary of Education, who serves at the pleasure of the Governor.

Secretary of Education

Dr. Lillian M. Lowery was appointed Secretary of Education in 2009 by Governor Jack Markell. Dr. Lowery holds a Doctorate in Education degree from Virginia Polytechnic Institute and State University, a master's degree in Education from the University of North Carolina at Charlotte and a Bachelor of Arts degree from North Carolina Central University. Prior to her appointment, Dr. Lowery served as Superintendent of the Christina School District in Wilmington. Before arriving in Delaware, Dr. Lowery was the Assistant Superintendent of Cluster VII for Fairfax County Public Schools in Fairfax, Virginia. She also served two years as an Area Administrator for Fort Wayne Community Schools in Fort Wayne, Indiana. She has seven years experience as a school building administrator and taught middle and high school English for 17 years in school districts in Virginia and North Carolina.

Delaware Department of Education Structure

DDOE is presently comprised of four branches: 1) Administration and Innovation, 2) Curriculum and Instructional Support, 3) Finance and Services, and 4) Career/Adult Education and Consolidated Programs. The Career/Adult Education and Consolidated Programs Branch provide leadership and oversight for statewide administrative and instructional technology. Administrative technology is assigned to the Technology Management and Design Work Group.

The Technology Management and Design Work Group will be primarily responsible for carrying out the activities of this grant.

Delaware Department of Education Technology Management and Design Work Group

The mission of the Technology Management and Design Work Group is to collect, organize and facilitate access to accurate and current data in order to provide schools, districts, DOE program managers and other consumers of education data with easy access to information that is needed to make informed decisions. The guiding principles for the Technology Management and Design Work Group are to : 1) Collect data centrally at DDOE as much as is feasible, 2) Improve the quality of educational decision making by providing accurate and timely

information to stakeholders and 3) Improve the quality of reporting mechanisms and provide user-friendly access to databases and reports.

The Technology Management and Design Work Group is staffed with personnel having expertise in database management, programming, project management, reporting, help desk and other areas that serve to furnish DDOE with a full range IT services. The Director manages a budget that includes system and hardware maintenance, software and application upgrades and the new acquisition software and hardware. The Technology Management and Design Work Group have the support of and the assistance of the Secretary of Education's Cabinet and Administrative Council in carrying out the activities of the SLDS-funded project. In addition, statewide resources such as the Curriculum Cadre, Pupil Accounting Coordinators, Delaware Department of Technology and Information, Principals Academy, P-20 Council, State Board of Education and others.

Associate Secretary for Career/Adult Education and Consolidated Programs

Dr. Michael Owens is the present Associate Secretary for Career/Adult Education and Consolidated Programs at DDOE. Dr. Owens has been a Delaware educator for more than 30 years. Dr. Owens' resume is attached.

Anticipated Time Allocation to SLDS Grant Activities, Dr. Michael Owens: 5%

Director, Technology Management and Design Work Group

Robert Czeizinger is the Director of Technology Management and Design at DDOE. He graduated from Wilmington College with a Master's of Science degree in Public Administration in 1999. He has worked in the IT field in the areas of information resource management, project lead and IT department management for more than 26 years. He has worked at DDOE for 15 years. Mr. Czeizinger is responsible for managing DDOE's data collection efforts as well as maintaining DDOE's technology infrastructure and the work group's personnel.

Anticipated Time Allocation to SLDS Grant Activities, Robert Czeizinger: 25%

Education Associate, Pupil Accounting

Bruce Dacey is the Education Associate, Pupil Accounting for DDOE and assigned to the Technology Management and Design Work Group. Dr. Dacey will serve as Project Manager for the SLDS Grant. Prior to serving in his present role at DDOE, Dr. Dacey was a teacher and administrator in Delaware for 26 years. He has a Doctorate in Education from Wilmington University and holds MCSE and MCT certifications. Bruce has extensive knowledge and experience with the SLDS and has served in leadership roles in national and state professional organizations.

Anticipated Time Allocation to SLDS Grant Activities, Dr. Bruce Dacey: 50%

Education Associate, Application Development Management

Jeff Fleming serves in the role of Manager of Application Development. He has served in

various capacities in technology and data management at the Department of Education for 10 years and holds a Master's of Science Degree in Public Administration from Wilmington University. Mr. Fleming has extensive experience managing external contracts for programming services to offer the SLDS Grant project.

Anticipated Time Allocation to SLDS Grant Activities, Jeff Fleming: 30%

Education Associate, Information Resource Management

Matthew Wright is the Education Associate, Information Resource Management at the Technology Management and Design Work Group. Mr. Wright has a Master's of Science of Business Management and a Bachelor of Science Degree in Information Resource Management. Mr. Wright has worked for DDOE for eight years and manages all aspect of the computer systems and data center.

Anticipated Time Allocation to SLDS Grant Activities, Matthew Wright: 10%

Education Associate, Information Security

Paul Pond is the Information Security Officer for DDOE. He graduated from Wilmington University in 2008 with a Bachelor of Science Degree in Computer and Network Security. Mr. Pond has worked in technology for 27 years, including 20 years while in military service and 7 years as a civilian network engineer. He is responsible for developing, implementing and enforcing the policies, standard, guidelines and processes used to ensure the departmental systems and school district data are secured from internal and external threats and from natural disaster.

Anticipated Time Allocation to SLDS Grant Activities, Paul Pond: 25%

Policy Analyst, Delaware State Board of Education

Judi Coffield is the Policy Analyst for the Delaware State Board of Education and serves as staff for the Delaware P-20 Council. Judi completed her undergraduate work at West Liberty State College (WV), where she graduated with honors. She earned a Master's Degree in Instruction and Doctorate Degree in Educational Leadership at the University of Delaware. Judi has 23 years of experience in education ranging from classroom teacher to building, district and state level administration.

Anticipated Time Allocation to SLDS Grant Activities, Judi Coffield: 10%

Data Analyst, Delaware Higher Education Commission

Alan Phillips is the Data Analyst for the Delaware Higher Education Commission, a division of the Delaware Department of Education, where he has worked for 11 years. He is the Chair of the P-20 Data Committee, which is charged with collecting the data for the P-20 Data Cube. He is presently working on a Master's of Science in Higher Education Administration with a concentration in Institutional Research.

Anticipated Time Allocation to SLDS Grant Activities, Alan Phillips: 25%

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

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Governance

Governance

- State Cabinet Council
- MOUs with Outside Agencies
- Data Manager Committee

Develop Policy for:

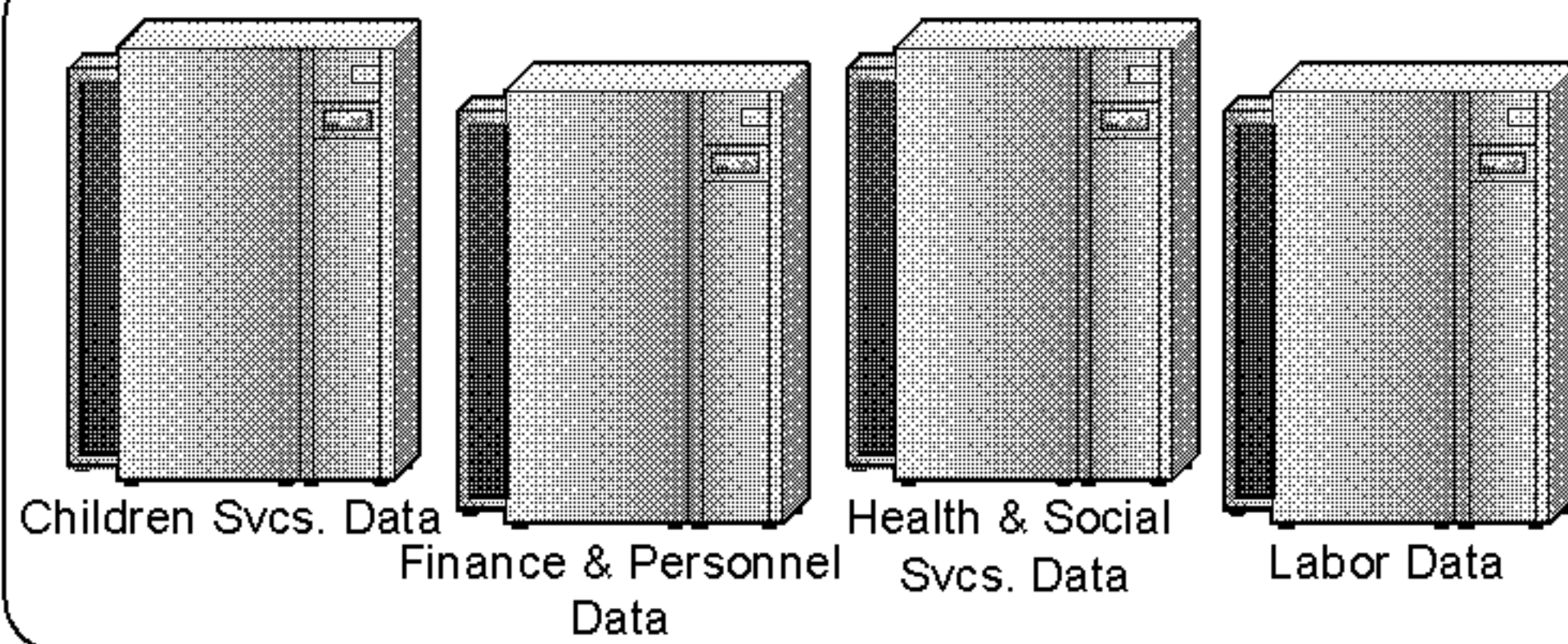
- Data Collection
- Data Access
- Data Usage

Data Reporting:

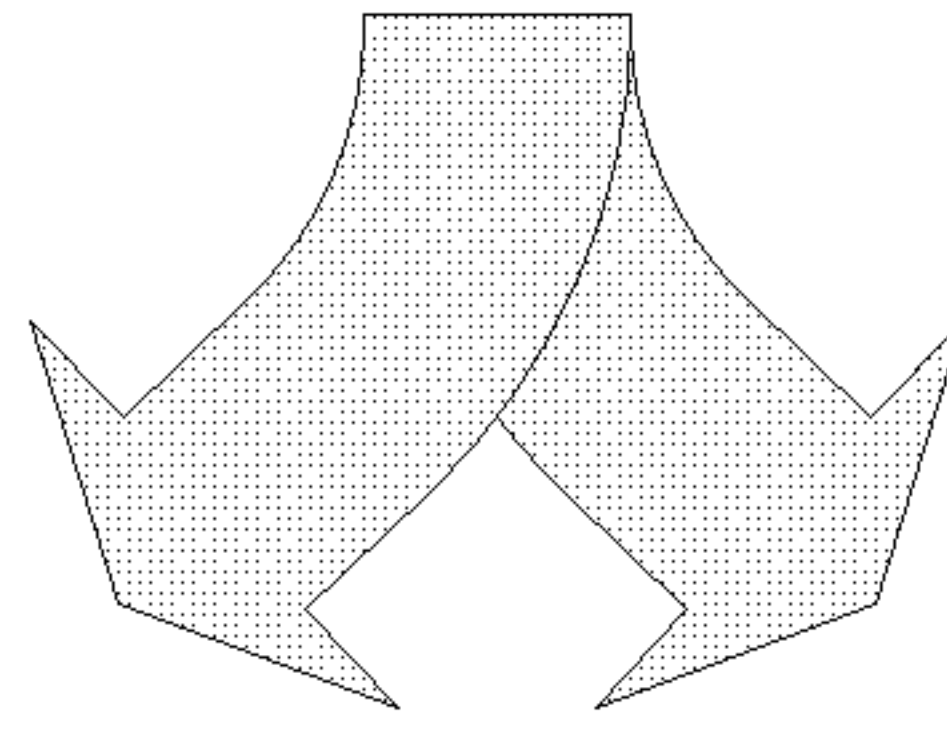
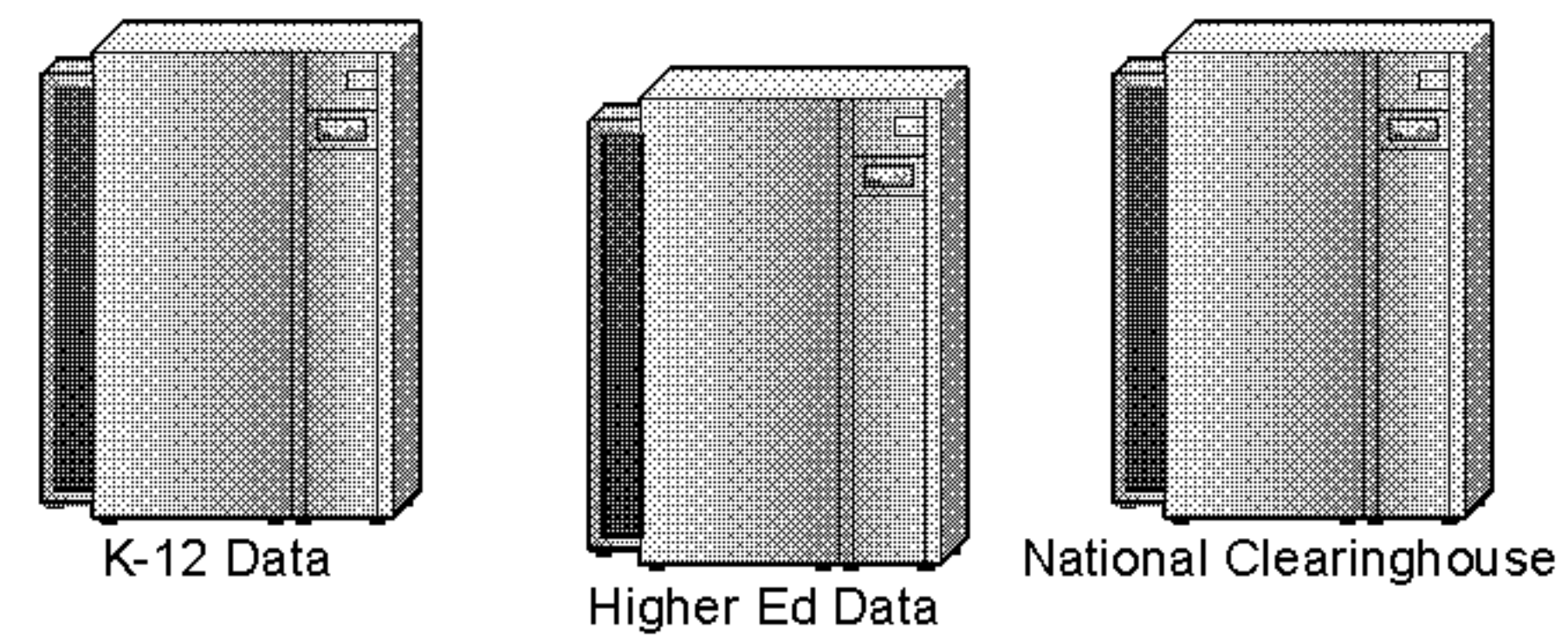
- Research Based
- Indicators Drive School Improvement
- Inform Stateholders

Interagency Collaborations

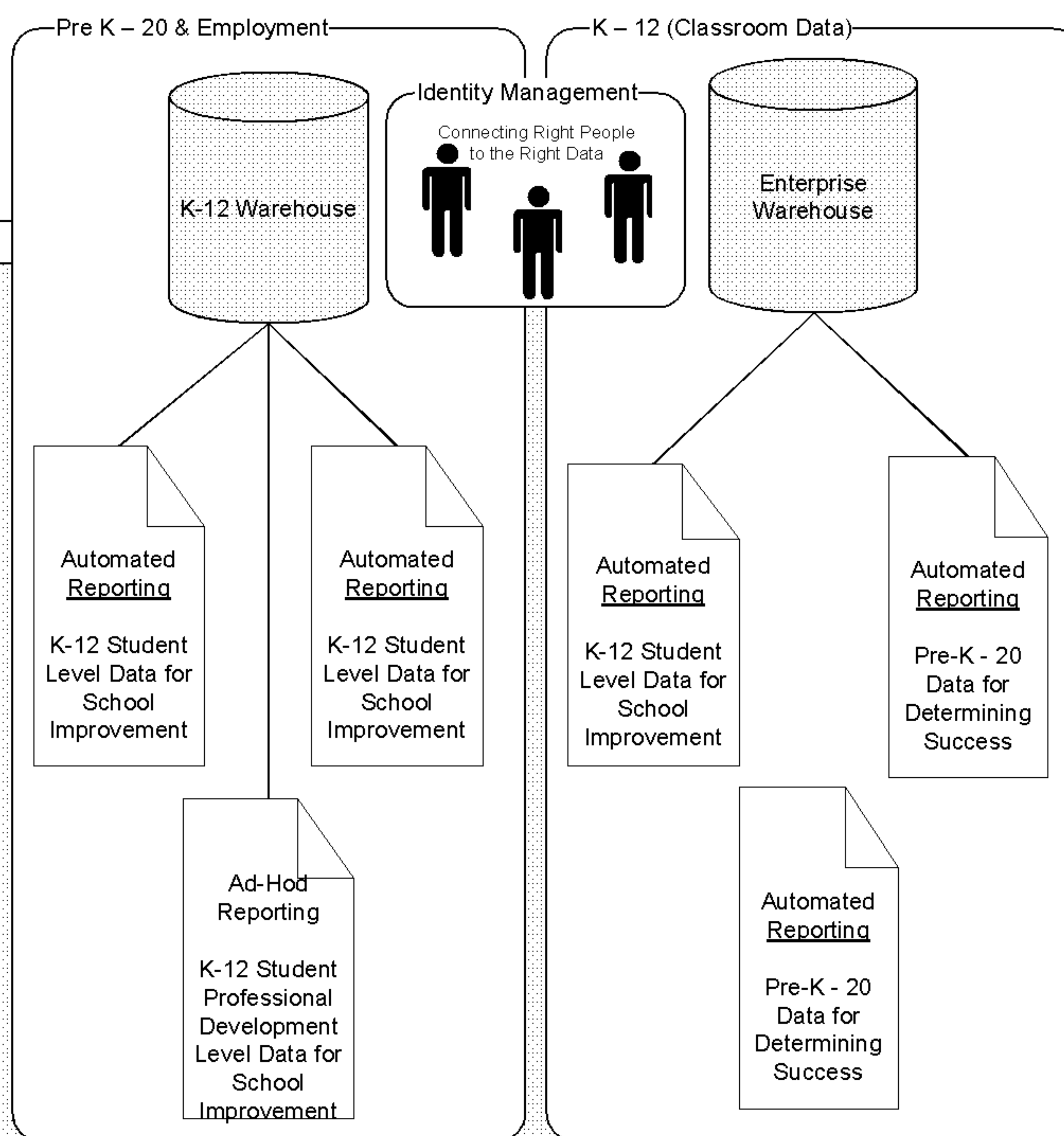
Early Childhood Services & Employment



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Robust Use of Data



Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

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SIGNIFICANT RESPONSIBILITIES

Manage and lead application development and support activities in the Technology Management & Design Group. The Education Associate, Data Management will:

- Provides high-quality support to districts and schools via DOE web applications
- Provides direction and leadership for the application development sub-group
- Provides project strategies to ensure development projects meet requirements and goals
- Continuously acquires and incorporates leading-edge technologies into DOE web applications to enhance district and school user's web experience
- Coordinates development and deployment of new applications that meets user requirements
- Manages the enhancement and maintenance efforts for applications currently in production
- Sets priorities and manages the interaction(s) between developers, program managers, and users within the DOE and across the state
- Maintains application development standards and policy which meets the needs of the DOE, Districts, Schools and other State agencies
- Works with District Information Security Officers (ISOs) across the state to ensure the all DOE web applications are functioning properly and are accessible through the Single Sign-On User management System
- Takes steps to enhance communications across Technology Management and Design sub-groups
- Supports other work groups members in the management and program enhancement of DOE data systems
- Serves as Delaware's Consolidated State Performance Report (CSPR), Education Data Exchange Network (EDEN/EdFacts), and Common Core of Data (CCD) Coordinator
- Manages and lead Delaware's Federal Education reporting. Coordinate and work with Data Managers across DOE to ensure timely and accurate data submissions to USDOE
- Maintains and improve Delaware's Interactive Teacher Recruitment Site (TeachDelaware)
- Provides periodic training district HR Directors. Revises and publishes user's guide. Continues to participate in training sessions and teacher recruitment events at universities and school districts
- Provides technical assistance to other groups within the Department and to local school districts in support of data driven decision-making

EDUCATION

- Master of Science – Public Administration – Wilmington College - 1999
- Bachelor of Science – Management & Computer Studies - University of Maryland - 1995
- Associate of Applied Science - Weather Technology - Community College of the Air Force - 1988

- Associate of Applied Science - Airframe and Powerplant - Georgia Military College - 1986

JAMES JOSEPH LESKO

**Delaware Department of Education
P.O. Box 1402/Dover, DE 19903
302-739-4667/302-739-2388 (FAX)
jlesko@doe.k12.de.us**

EDUCATION

2001 Ed.D.	University of Delaware Doctorate in Educational Leadership and Policy Studies
1983 M.Ed.	University of Washington, Seattle, Washington Master's in Education, Early Childhood Special Education
1978 B.A.	William Paterson College, Wayne, New Jersey Bachelor of Arts in Education, Major in Special Education, Minor in Elementary Education

PROFESSIONAL EXPERIENCE

EDUCATION ASSOCIATE

Delaware Department of Education	1997-Present
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Responsibilities include administrative and management oversight of the early childhood education programs; core team leader for the state's early literacy and math initiatives; state 619 coordinator with responsibilities for preschool special education services; fiscal planning and management; state early childhood transition initiative; training and technical assistance; state policy planning and development on early childhood issues; and interagency coordination and collaboration.

SCHOOL DISTRICT/SPECIAL EDUCATION SUPERVISOR EARLY CHOICES

Lake Forest School District	1991-1997
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TRAINING AND TECHNICAL ASSISTANCE SPECIALIST

Delaware Early Childhood Center	1990-1991
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COORDINATOR, SPECIALIZED INTERVENTION SERVICES

Family, Infant and Preschool Program Western Carolina Center	1984-1987
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CO-COORDINATOR

EARLY AUGMENTATIVE COMMUNICATION PROJECT

Family, Infant and Preschool Program Appalachian State University	1986-1987
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PUBLICATIONS

Dunst, C.J., Lesko, J., Holbert, K., Wilson, L., Sharpe, L., Liles, R. (1987). A systemic approach to infant intervention. Topics in Early Childhood Special Education, 7(2), Summer.

Dunst, C.J., Lesko, J.J. (1986). Facilitating the active learning capabilities of severely handicapped children. Early Childhood Intervention Monograph 1, No. 1. Technical Assistance Program -Intervention Network, Western Carolina Center, Morganton, NC.

PROFESSIONAL INVOLVEMENT

- 2007 – Present -- National Early Childhood Technical Assistance Center Advisory Board

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- 2007 - Present -- National Professional Development Center on Inclusion
- 2002 - Present -- Reviewer – US Department of Education/Early Reading First Applications
- 2002 – Present -- National Early Childhood Transition Center Advisory Board
- 1998 - Present -- National Association of Early Childhood Specialists in State Departments of Education; Past President
- 1988 – Present -- Division for Early Childhood, Council for Exceptional Children, Board Member (2006-2009)

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LISA M. MARCUM

(b)(6)

302-739-4667 (W)

RESUME

EDUCATION

Delaware State University, Dover, Delaware. Masters Degree in Business Administration. G.P.A., 3.9.

Delaware State University, Dover, Delaware. Baccalaureate Degree in Accounting. G.P.A. 3.7.

Wesley College, Dover, Delaware. Associate Degree in Legal Secretarial. G.P.A. 3.50.

WORK EXPERIENCE

- 12/03
Present Department of Education, Dover, DE. Data Manager for Exceptional Children.
Prepare federal annual data reports: collect and analyze data as needed for the Department; coordinate access to data; develop, implement and monitor data systems to enhance daily operations of the Department of Education, school districts and schools; manage Exceptional Children website; support development of assistive technology in school districts; assist in continuous improvement monitoring of districts and schools; prepare district resource books and data instruction guides.
- 11/01- Division of Public Health, DHSS, Dover, DE. Family Planning Program
- 12/03 Administrator. Administer all aspects of Title X Family Planning grant including: annual grant submission, budgets and program administration for Family Planning at State Services centers and contractual clinic sites, lab services, pharmacy services and nurses trainings. Updating of standing orders for medications and contraceptives. Also responsible for administering all aspects of Family Planning HIV supplemental grant in coordination with State Service Centers (clinics), contractual clinics, Public Health Disease Prevention & Control and Christiana Care Health Services. Approve all budget and expense items for both grants for family planning clinics, State Laboratory services, pharmacy services, training, supplies, etc.
- 4/98 – 11/01 Division of Public Health, DHSS, Dover, DE. Management Analyst III. Provide computer support and training to twenty-seven (27) School Based health Centers (SBHC's). Assist in the development, implementation, and monitoring of policies and procedures for SBHC's. Develop and implement systems for collecting and analyzing statistical data on patients and visits for SBHC's. Provide required statistical data to the section, Division Director, Department Secretary, legislature, Governor, and outside agencies as required for SBHC Centers and the Teen Pregnancy Prevention Program located in six School-Based Health Centers. Prepare annual budget calculations and justification. Prepare and process annual contract amendments based on the approved budget. Prepare RFP's and attend pre-bid meetings to answer bidders contract questions. Sit on bid ratings committee. Prepare and process new contracts. Developed and managed a database in Access and Visual Basic Programming which is utilized by all SBHC's for recording student demographic and health visit data.
- 8/95 - 4/98 Division of Mental Retardation, DHSS, Dover, DE. Management Analyst II.
The management Analyst II position was a new position created to develop Division of Mental Retardation (DMR) policies and forms to be utilized in the preparation, analysis, reconciliation, and auditing of all major contracts. Prepare, analyze, reconcile, and audit major DMR contracts. Auditing required travel to contractor business office and auditing financial records according to all Federal, State, Department and contract rules and regulations. Prepare and analyze necessary

J Coffield

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amendments to DMR contracts. Conduct negotiations of annual contract renewals as well as negotiate new contracts. Prepare RFP's and attend pre-bid meetings. Sit on bid ratings committee. Track funding sources for all assigned contracts including Federal, State, Medicaid, SSI, trust and income funds.

- 11/91 - 8/95 Finance, Department of Transportation, Dover, DE. Document Processing Supervisor. Supervise the audit, approval, data entry, and processing of all financial and accounting documents in accordance with all applicable Federal, State, and Department rules and regulations on both DFMS and DelDOT accounting systems. Prepare various monthly account reports. Assist in teaching DelDOT and DFMS accounting classes. Train new employees in data entry, accounting, and document auditing.
- 10/88 - 10/91 Receipts and Disbursements, State Treasurer's Office, Dover, DE. Accountant II. Reconcile State Pension, Vendor, Revenue, Welfare, General Fund, and Investment accounts. Work with banks, agencies, and state auditors to resolve problems with these accounts. Prepare JV's to make adjustment to balance sheet accounts. Balance State pension payroll taxes.
- 5/88 to 9/88 State pension Office, Dover, DE. Account Technician. Make corrections, additions, and deletions to pension payroll. Balance Pension Blue Cross, Dental, and other payroll deductions. Answer pensioners' payroll and Blue Cross questions.
- 8/86 - 5/88 Delaware State College, Dover, DE. Financial Secretary. Issue checks, audit travel reimbursements, and balance accounts for all staff, faculty, and athletic program travel. Assume duties of the secretary of the Vice President for Fiscal Affairs, as required. Assist in budget preparation.
- 1/86 - 5/86 Wesley College, Dover, DE. Substitute Teacher. Teach adult education classes including Typing, Office Machines, Basic Math, and Accounting I and II. Prepare weekly student evaluations.

OTHER TRAINING & EDUCATION

Delaware Technical and Community College – Calculus I, Visual Basic Programming

System Source Learning Centers, Baltimore, MD – Access Database Development: Access Level I, Access Level II, Access Level III, Access Application Development

SPSS National Training Centers, Washington, DC – SPSS Statistical Analysis Software Package: SPSS Basic, SPSS Intermediate, SPSS Data Analysis

ACHIEVEMENTS

- May 2001 Governor's Award for Excellence Nomination – Making A Difference in Delaware
- October, 2001 Delaware Health & Social Services, Employee of the Quarter
- September, 2000 Division of Public Health, Employee of the Quarter
- September, 2000 Community Health Care Access, Employee of the Quarter
- March, 2000 Received Division of Public Health recognition for saving approximately \$10,000 annually in state funds by developing database to replace purchased database
- January 1998 Received Division Recognition – Exemplary Contract Management Service

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September 1997 Nominated, Division of Mental Retardation, Employee of the Quarter

March, 1997 Received Division recognition for recovering \$1.8 million in State Funds

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Melvin J. D'Souza, Ph.D.

Office: Collette Education Center
35 Commerce Way, Suite 1
Dover, DE 19904

Tel: (302)857-3320

E-mail : mdsouza@doe.k12.de.us

WORK EXPERIENCE

Education Associate, Data Analysis

Delaware Department of Education, Dover DE. (2001 - Present)

- Compiling data on Career Technical Education for state and federal reporting.
- Collecting and compiling Graduate Follow-up data for state and federal reporting.
- Compiling data on School Conduct for state and federal reporting.
- Compiling data on Dropouts for state and federal reporting.
- Civil Rights (MOA) Program Manager.

Management Analyst III

Bureau of Health Planning & Resources Management, DHSS, Dover, DE. (1997- 2001)

- Compiling, analyzing and interpreting Delaware vital statistics data for the purpose of publishing an annual vital statistics report, and other special reports.
- Establishing standards and procedures for managing vital statistics data, and developing a universal database format for the Delaware Health Statistics Center's vital statistics data
- Providing technical assistance and consultation services to public/private users of health data

EDUCATION

Ph.D. in Sociology, University of Delaware, Newark, DE. Spring 1999.

Master of Arts in Sociology, University of Mysore, India. 1985.

Bachelor of Arts (Majors: Sociology, Economics & History), University of Mysore, India. 1980.

J Coffield

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Dr. Michael R. Owens

(b)(6)

(302) 857-3302 (Work) (b)(6)

Work Experience

August 2006 to
Present

Delaware Department of Education
35 Commerce Way, Suite 1
Dover, Delaware 19904

Associate Secretary of Education, Adult/Career Education & Consolidated Programs

- Reporting directly to the Delaware Secretary of Education, responsibilities include direction and program administration for all adult, career/technical and prison education programs throughout the state; Title I and School Improvement activities and programs; administrative oversight of the Delaware Interscholastic Athletic Association and the Delaware Center for Educational Technology and the Technology, Management and Design workgroups.
- Additional responsibilities include programmatic administration for all statewide public and private school driver's education programs and private business/trade schools.
- Work closely with 19 local school districts and their Superintendents, as well as the heads of 18 Charter Schools on a variety of issues to resolve problems and deliver quality statewide educational services and support.
- Administer annual budgets exceeding \$90.0 million.

December 2001 to
July 2006

Indian River School District
31 Hosier Street
Selbyville, Delaware 19975

Director of Personnel

- Directed and administered all human resources activities for the district office and 14 schools for the State of Delaware's 5th largest school district serving 1,000 employees and approximately 7,900 students.
- Evaluated highly qualified status (HQT) of all educator personnel in order to meet federal and state guidelines.
- Responsibilities included recruitment and retention of all personnel, licensing and certification of staff, compensation, employee benefits, succession planning, policy development and administration.
- Lead representative for the District's Negotiations Team with responsibilities for working with five employee associations on collective bargaining matters.
- Worked closely with a 10 member Board of Education on a variety of issues relative to effective administration of a large and diverse school district.

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Resume of Dr. Michael R. Owens
Page Two

June 2000 to
December 2001

Intervet, Inc.
405 State Street
Millsboro, Delaware 19966

Human Resources & Training Manager

- Administered all Human Resources policy, employee training & education programs for a multinational animal health pharmaceutical company with over 800 employees at three sites within the United States. Administered an annual budget of approximately \$670,000.

April 1996 to
June 2000

Delaware River & Bay Authority
Cape May-Lewes Ferry
P.O. Box 517
Lewes, Delaware 19958

Director of Operations

- Served as chief operations officer for the Cape May-Lewes Ferry. Responsibilities included developing and administering an annual operating budget of \$22.0 million, policy development and staff administration.
- Responsible for developing strong community partnerships with local businesses in both Southern New Jersey and Sussex County Delaware.
- Selection and recruitment of all personnel and overall supervision of a full-time workforce of 175 employees and a seasonal workforce of 300.
- Worked effectively with a bi-state Board of Commissioners on a variety of issues relevant to the success of the organization.

December 1992 to
April 1996

Delaware Department of State
Division of Corporations
John G. Townsend Building
Federal & Duke of York Streets
Dover, Delaware 19901

Corporations Administrator

- Directed all day-to-day operations of this high profile agency of state government within the State of Delaware. Administered an annual budget of \$5.7

J Coffield
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million and a revenue stream of \$330 million. Worked closely with the Budget Office and the Delaware Economic & Financial Advisory Council (DEFAC) on a variety of financial matters.

- Traveled both domestically and abroad as part of the Governor's Economic Development team and represented the state regularly in meetings with high ranking public officials in an effort to promote Delaware as a business partner.

Resume of Dr. Michael R. Owens

Page Three

July 1986 to
December 1992

Delaware Department of Agriculture
2320 S. DuPont Highway
Dover, Delaware 19901

Executive Assistant to the Secretary of Agriculture

- Chief of staff responsibilities included providing daily administrative and technical guidance to twelve section heads and the Cabinet Secretary for an agency of state government comprised of approximately 100 employees.
- Administered an annual operating budget of \$5.0 million and supervised all facets of human resources, information technology, facilities management, purchasing, training, and fleet management.
- Served as the agencies Legislative Liaison working closely with the Governor's Office, the state General Assembly and others.

March 1984 to July
1986

Division of Economic Services
546 S. Bedford Street
Georgetown, Delaware 19947

Social Worker

- Determined the eligibility of applicants for the Delaware Medicaid Nursing Home Program. Managed an on-going caseload of approximately 200 clients.

Education

Graduated 1995

Wilmington University
New Castle, Delaware
Doctor of Education

Graduated 1986

Salisbury State University
Salisbury, Maryland
Master of Education

University of Delaware
Newark, Delaware
Graduated 1982 Bachelor of Science

Honors and Certifications

School Leader II, Continuing License, State of Delaware
School Leader I, Continuing License, State of Delaware
Director of Personnel, Continuing License, State of Delaware
Educational Technology Certificate, Delaware Tech & Comm. College
Disney Institute, The Disney Approach to Leadership Excellence
Achieve Global, Trainer Certification --Leadership Skills Modules
Nominated by Governor Michael N. Castle for the Council of State
Government's Henry Toll Fellowship Program
"Strategic Leadership for State Executives" Duke University

Resume of Dr. Michael R. Owens Page Four

Professional Associations & Committees

Southern Regional Education Board, Board of Directors – High Schools that
Work (2006 - Present)
Delaware Professional Standards Board, Co-Chair, Professional Development
and Associated Compensation Committee (2006-Present)
Delaware Charter School Accountability Committee Member (2006-2009)
Delaware Interscholastic Athletic Association, Board of Directors (2006-
Present)
Delaware Student Athlete Testing Task Force, Delaware House of
Representatives Resolution #44 (2008)
Association for Career and Technical Education, Member (2007-Present)
Delaware Virtual School Planning Committee, Member (2007-Present)
Communities in Schools, Board of Directors (2007-Present)
Society for Human Resource Management, Member (2002-Present)
Delaware Association of School Administrators, Board of Directors (2004-2006)
Delaware Association of School Personnel Administrators, President (2005-06),
President-Elect (2003-04, 2004-05)
American Association of School Personnel Administrators, Member (2002-
2006)
Mid-Atlantic Association for Employment in Education, Member (2002-2006)
State Teacher Recruitment and Retention Task Force, Co-Chair
Recruitment of Minority School Leaders Task Force, Member
State Action for Educational Leadership (SAELP), Presenter and Consortium
Member
Indian River School District Negotiations Committee (2001-2006)
Enhancing Teacher Effectiveness Advisory Committee, Chair (2009)
Delaware Educator Support System Advisory Committee, (2009)

Teacher Leader Advisory Committee (2009)
Public Education Strategic Human Capital Management Task Force, Chair
(2009)
Governor's Employee Recognition Committee (1999)

Technical Skills

Project Management and Strategic Planning experience; Proficient in Microsoft Office Suite, Word Perfect for Windows, Human Resources Information Systems (HRIS) and Visio.

Teaching Experience

James H. Groves High School
Sussex Technical High School
Wilmington University, Adjunct Faculty
Delaware State University, Adjunct Faculty

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Paul R. Pond
(b)(6)

Objective:

HIGHLIGHTS OF QUALIFICATIONS

- Have been a Technical Instructor for 12 years in the Air Force, the State of Delaware and Private Corporations. Currently teaching Operating System and Network Security at Wilmington College.
- I currently have an Associates Degree in Applied Science, am currently pursuing my Bachelor's Degree, and will be complete in fall of 2008. I am also planning on pursuing my Master's Degree afterward.
- I have been teaching Principles of Computer Security at Wilmington University for two years.
- I have been working for the Delaware Department of Education for three years working in the Technology Management and Design group as an engineer and the Information Security Officer. I have also worked as a Microsoft Certified Trainer in the Air Force and in the civilian sector as well as being the Superintendent of technical education in the Air Force for 8 years. I was responsible for the development and implementation of lesson plans, student handbooks, visual aids, measurement programs, and all related administrative and student scheduling support.
- I provided a mission critical data warehouse solution for United States Air Force logistics and operations. I currently hold several professional computer certifications and have 24 years of experience working with mainframes, mainframe applications, servers, and PCs including experience with many Microsoft products such as Exchange, SQL Server, Sharepoint, Proxy Server, ISA Server, Microsoft Office, Systems Management Server and all Microsoft Operating Systems since MS-DOS 1.0.

PROFESSIONAL EXPERIENCE

SUMMARY

- 14 years experience in department, office, and team management
- 17 years experience and team leader and supervisor
- 18 years experience as network engineer
- 13 years experience as a technical trainer
- 13 years experience in mainframe operations, maintenance, and application usage
- 24 years experience as a computer technician
- 26 years experience in the computer industry

TECHNICAL TRAINER

- Performed Windows 2000 and Windows 2003 systems administration training, A+ training, Network+ training, Security+, Microsoft Word training to approximately 100 personnel in state agencies and private corporations as well as students at Wilmington University.
- Provided training in the maintenance and concepts of networks, network administration, system design, and hardware configuration, computer skills, concepts, TCP/IP, SMS, MS Proxy, Windows NT, Windows 2000, troubleshooting procedures, cable building, and Novell NetWare System Administration. Provided this training to corporate network administrators, maintainers, and users. Oversaw new technological evaluations for incorporation into existing training programs.

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- Personally taught over 1600 network professionals throughout the Air Force using a combination of Microsoft Curriculum and self-written courses, saving nearly 4 million dollars in training costs over 7-year period.
- Wrote 3 technical articles published in Intercom, a professional communications magazine for the military. Wrote student handbooks, lesson plans, multimedia presentations, and metrics tools for the company's first courses on Novell 4.X System Administration, HTML Basics and Web Page Maintenance, Windows NT and Exchange. Modular training design allowed customers to pick and choose training appropriate for their environment. Also developed an interactive web site for students to enroll in classes. Decreased registration time by half. Established new procedures for scheduling and tracking student accountability, saving countless man-hours. Created a web repository of training materials and resources for use by field offices.

MANAGEMENT AND SUPERVISION

- Developed and Implemented online document storage and retrieval system for Versalign and Delaware Department of Education using Microsoft Sharepoint Team Services. Allowed for central storage, control, and inventory of critical documents.
- Developed and wrote Disaster Recovery How-To Guide for use in the Delaware Department of Education Data Processing Center. Wrote Continuity of Operations Guides and Emergency Action Plans. Ensured timely recovery of SQL servers and Exchange servers in the event of catastrophic failure.
- Evaluated and documented network for growing local company who was looking to expand to a nation-wide market. Provided extremely detailed diagrams and recommendations for expansion. Worked with company leaders to ensure smooth transition to a larger network environment.
- Developed a performance management system to monitor approximately 75 servers, their performance, and availability. System collects over 55,000 points of data monthly and is compiled into reports used to forecast usage and avert potential problems. Reports are also used by Department of Education leaders for data-driven decisions concerning procurement of new equipment and allocation of existing resources.
- Supervised 25 network administrators responsible for the operation and maintenance of an \$18M network consisting of over 90,000 users and 66,000 computers supporting ACC, and the ACC NOSC, and 17 NCCs.
- Supervised 8 operators in providing sensitive classified intelligence communications, network support and computer operations support for United States Forces in the Republic of Korea.
- Supervised 10 instructors responsible for the design, development, and implementation of new courses to include lesson plans, student handbooks, visual aids, measurement programs, and all administrative and scheduling support for LAN maintenance courses, Novell System Administration Courses, and the Network Design Courses. Provided training to corporate administrators, maintainers, and users on the maintenance and concepts of networks, networking, network administration system design, and hardware configurations. Oversaw the scheduling and coordination of mobile training teams.
- Trusted by Delaware Economic Development Office to perform and maintain equipment inventory. Responsible for the determination of equipment for disposal and for the documentation and turn-in of equipment to other states agencies for reutilization. Performed all network and computer services for DEDO.
- Led team responsible for the migration of network supporting all school districts in the state from Windows 2000 Active Directory Forest to Windows 2003 Active Directory Forest. Migration increased network flexibility and functionality allowing for the implementation of user features that were previously unavailable.
- Led research team that diagnosed a network error that had been affecting users state-wide for three years. Went on to develop, test and implement a solution that simplified the network architecture, reduced administrative and support costs, and corrected the problem. All completed with 0% downtime.

NETWORK ENGINEER

- Selected by Delaware Department of Education to evaluate, recommend, purchase, and implement High Availability package for critical servers. Evaluated several packages and determined the best one for department needs. Solution featured in e-Week magazine.

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- Implemented automated service desk solution to assist help desk personnel in the Department of Education in troubleshooting and documenting computer, database, application, and network problems at every school in the state.
- Acted as on-site technical expert at the Delaware Department of Technology and Information Help Desk in Windows 2000 user issues, and file and print services issues for all state agencies during the state-wide migration of Banyan to Windows. Wrote a compiled HTML system used by Help Desk personnel to assist in computer and network troubleshooting over the phone.
- Setup, configured, maintained, and troubleshot Windows 2000 and 2003 servers, Exchange 2000 servers, and SQL 2000 servers for the Delaware Department of Education. Assisted in network designs to maximize bandwidth and equipment utilization.
- Configured, deployed and maintained a network environment consisting of Windows 2000 and 2003 servers, and ~40 clients for the Delaware Economic Development Office. Responsible for the day-to-day maintenance of the servers, desktops, and network infrastructure. Performed all deployments of new systems including servers, desktops, laptops, and wireless connectivity.
- Maintained Windows NT 4.0 network with 1 server and 35 clients (from Windows 95 through Windows XP) that performed all accounting and point-of-sales transactions for a local private country club. Designed and performed a network upgrade to Windows Server 2003 and Windows XP Professional. Responsible for all computer maintenance on servers and desktops.
- Performed network infrastructure upgrade to replace aging equipment for Delaware Division of Accounting. Performed migration from Banyan server to Windows 2000 to include all data migration, profile migration, user configuration, and security set up for new 2000 network.
- Performed migration from Banyan server to Windows 2000 to include all data migration, profile migration, user configuration, and security set up for new 2000 network. Implemented ScriptLogic solution for mapping drives and printers to all personnel and computers in Delaware Legislative Hall.
- Performed network infrastructure upgrade to replace old and failing equipment for the Delaware Office of the Treasurer. Performed migration from Banyan server to Windows 2000 to include all data migration, profile migration, user configuration, and security set up for new 2000 network.
- Primary Network Engineer responsible for on-call trouble resolution on a 24x7 basis. Provide second level technical assistance for Delaware state agencies and companies in the Wilmington and Philadelphia area. Responsible for providing resolution on all aspects of computers and networks.
- Recognized as expert in Microsoft Active Directory. Personally selected to diagnose and repair devastating Active Directory errors that plaguing a campus and resulting in inability to access network resources. Wrote scripts to repair permissions, manually cleaned and repaired active directory, and restored connectivity for over 600 users.
- Researched, installed, and configured a remote connectivity dial-up solution for Department of Education allowing personnel to access critical network resources when broadband access is not available.
- Technical design expert, subject matter expert, and head trainer for network infrastructure project that includes the deployment of Microsoft Systems Management Server 2.0, and the implementation of Windows 2000 and Active Directory across a Wide Area Network with 90,000 users and 66,000 computers in 3 countries.
- Spearheaded major upgrade for company network infrastructure. Identified numerous performance shortfalls. Developed strategic plan to modernize core services to meet growing requirements. Implemented first phase that resulted in 20 times higher data rate for company-wide network applications. Led engineering team that redesigned network for critical company-focused network management, security, e-mail, purchasing, and web servers. Upgraded routers to maintain 98% availability while improving network bandwidth capacity by over 20%.
- Engineering lead during the installation of communications circuits supporting connectivity to off site agencies. Drove implementation of Internet access solution for remote offices. New solution reduced bandwidth usage by 50%. Ensured network availability so remote locations could exchange data with corporate headquarters.
- Engineered and implemented a new Novell NetWare LAN. Installed and configured file servers and provided access to improved LAN services to field offices. Developed implementation plan and standardization document for new Novell 4.1 server. Made easy to read server handbook and installation guide.

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- Directed troubleshooting and restored critical network services LAN-wide outage. Led initiative to repair e-mail services after catastrophic failure of company servers. Developed recovery plan to expedite repair process. Restored critical messaging capability within 24 hours.

COMPUTER TECHNICIAN

- Developed a unique desktop security program for use in tri-state convenience stores. Program allowed for administrative communications and flexibility while locking down critical system functions from accidental misconfiguration by employees. Ensured the integrity of desktop and critical application software as well as recoverability of systems in the event of failure.
- Upgraded NT 4.0 network to Windows 2000 Small Business Server. Migrated dental software and databases to new server. Maintained and troubleshot systems, connectivity issues and X-ray system.
- Certified IBM x Series server technician. Performed IBM Netfinity Server trouble-shooting and maintenance. Assisted in the implementation of a remoteTrack-It server used to track help desk tickets.
- Dynamically led the deployment of Air Force wide countermeasures for the malicious "ILOVEYOU" computer virus. Superbly protected 60,000 network devices by setting up comprehensive detection procedures. Rapidly restored 100% of corporate information services following the on wide computer virus attack. Skillfully built and deployed a network-based anti-virus solution to efficiently identify and eliminate threats to critical data. Guaranteed protection of company network from virus attack.
- Enhanced the flow of work order information from the Job Control Center to the technicians in the field. Implemented comprehensive database to track every trouble call and requested enhancement for base. Completed a record 311 trouble calls in 90 days.
- Provided technical assistance and support services for Air Combat Command Headquarters and 18 WAN locations (over 90,000 users and 66,000 computers).
- Led process action team chartered to find ways to extend the life of the department's small computer assets. Determined harsh environmental conditions cause premature failure of internal components. Created comprehensive preventative maintenance checklist and schedule to combat the elements.
- Solved elusive problem that caused all new computers to lock up which rendered them useless. Directed installation of solution on problematic computers. Reduced downtime by 85%.

EDUCATION AND CERTIFICATIONS

- Associate's Degree, Information Systems Technology – Community College of the Air Force
- Bachelor's Degree, Computer and Network Security – Wilmington College
- CompTIA A+ Technician – 20 years experience troubleshooting and building PCs and servers
- CompTIA Network+ - 24 years experience networking mainframes, servers, and personal computers
- CompTIA Security+ - 13 years experience working in secure datacenters on classified networks
- MCP – Microsoft Proxy Server, Microsoft Systems Management Server, TCP/IP, Active Directory
- MCSA – Windows 2000, Windows 2003, Windows Messaging
- MCSE – Windows NT 4.0, Windows 2000, Windows 2003
- MCT – Over 7 years experience teaching as an MCT, over 12 years total network instruction

WORK HISTORY

May 2007 – Present	Delaware Department of Education
Information Security Officer	Dover, Delaware
August 2002 – May 2007	Versalign, Inc.*
Network Engineer II	Wilmington, Delaware
February 2001 – August 2002	83 rd Communications Squadron
Superintendent, Network Training and Integration	Langley Air Force Base, Virginia
July 1999 – February 2001	83 rd Communications Squadron

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Superintendent, Network Operations	Langley Air Force Base, Virginia
December 1998 – July 1999	83 rd Communications Squadron
Senior Network Analyst	Langley Air Force Base, Virginia
January 1997 – December 1998	Air Combat Command Computer Systems
Squadron	
Element Chief, Command Network Training	Langley Air Force Base, Virginia
January 1995 – January 1997	Air Combat Command Computer Systems
Squadron	
Network Systems Analyst	Langley Air Force Base, Virginia
January 1994 – January 1995	607 th Air Communications Squadron
Supervisor, Korean Air Intelligence Systems	Osan Air Base, Republic of South Korea
January 1993 – January 1994	1912 th Computer Systems Group
Intelligence Data Network Manager	Langley Air Force Base, Virginia
February 1992 – January 1993	1912 th Computer Systems Group
Intelligence Computer Systems Operator	Langley Air Force Base, Virginia
March 1989 – February 1992	1880 th Communications Squadron
Systems Control and Analysis Technician	Tonopah Test Range (Stealth Program), Nevada

*Currently contracted by Versalign to Delaware Department of Education, Technology and Management Design Group.

Judi L. Coffield, Ed. D.

(b)(6)

Phone: 302.735.4010

Email: jcoffield@doe.k12.de.us

EDUCATION

2006 Ed. D., Educational Leadership, Curriculum & Instruction

Focus: Administration & Policy

University of Delaware

Newark, DE 19716

1996 Master of Instruction

University of Delaware

Newark, DE 19716

1986 Bachelor of Arts, Cum Laude

Elementary Education

Specialization: Mathematics 4-8

West Liberty State College

West Liberty, WV 26074

WORK

EXPERIENCE

Policy Analyst, State Board of Education

February 1, 2008 – present

Delaware Department of Education

Curriculum & Instructional Improvement Branch

401 Federal Street, Ste. 2

Dover, DE 19901

(302) 735-4010

ACTIVITIES:

State coordination, planning, implementation, and follow-up on State Board of Education Meetings.

Facilitate and enable the Board to meet its stated annual objectives.

Provide independent analysis, advice, and support for the development of educational policy.

Assist the Board in carrying out its legislatively mandated responsibilities.

Conducts research and special projects for the Board as a whole or for individual members with Board approval.

Assist in the development and management of the State Board of Education long-range planning and policy review process, including the annual evaluation of progress.

Serve as the information officer for the Board and provides the communications link to other educational stakeholder groups.

State Board of Education liaison to the Department of Education.

Coordinate, plan, implement and provide follow-up for meetings of the P-20 Council and other committees convened by the State Board.

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Education Associate, Middle/High School Support

July 26, 2004 – January 31, 2008
Delaware Department of Education
Curriculum & Instructional Improvement Branch
401 Federal Street, Ste. 2
Dover, DE 19901
(302) 735-4000

ACTIVITIES: State Coordinator for Southern Regional Education Board's High Schools That Work and Making Middle Grades Work
Project Manager for the National Governors' Association (NGA) Honor States Grant
Project Lead for the Academic and Career & Technical Education Standards Project
Grant Writing: NGA Honor States Grant, GEAR UP, etc.
Member of Delaware Recommended Curriculum Leadership Team
Secondary Support Action Team Leader
Executive Board Member for Delaware Principals' Academy (DDOE representative)
DASA Professional Development Committee
Member of State Board of Education's P-20 Council and the Postsecondary Success Subcommittee
Coordinate activities with other organizations such as DASA, DASL, SAELP, DPA

Adjunct Professor– University of Delaware Fall 2005
EDUC 627: Models of Instruction

Supervisor of Instructional Technology K-12
February 22, 2000 - July 23, 2004
Red Clay Consolidated School District
Office of Instruction
2916 Duncan Road
Wilmington, DE 19808
(302) 661-6321

ACTIVITIES: Manage/ facilitate building technology integration teams via lead teachers
Create & manage committees to research & develop technology curriculum K-12
Plan & implement staff development activities for teachers using bldg. tech. plans
Visit classrooms to model & support teachers in integrating technology to teach standards
Continue to update & maintain district approved software list via software review process
Develop "replacement lessons" which integrate technology into the curriculum
Participate in district & state level committees relating to technology & curriculum integration
Developed software review process and helped to formalize software purchase policy

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Curriculum alignment for software
Write and publish technology newsletter
Reading Curriculum Revision Committee Member
DelaWISE Subcommittee Member
Curriculum Council Member
Member of the RCCSD School Profile Team

Responsibilities related to middle school mathematics:

Mathematics Curriculum Revision Committee
Co-Chair of Middle School Math Materials Adoption Committee
Responsible for CMP Implementation in middle schools
Reading & Mathematics Committee Member

Assistant Principal

October 2003- July 2004

Red Clay Consolidated School District

Wm. C. Lewis Dual Language Elementary School

920 N. VanBuren St.

Wilmington, DE 19808

Adjunct Professor– University of Pennsylvania

PENN LIT 6: Literacy & Technology

Computer Teacher Grades 6, 7 & 8

August 1997 – February 2000

Red Clay Consolidated School District

Stanton Middle School

1800 Limestone Road

Wilmington, DE 19804

(302) 992-5540

Computer Teacher Grades 7 & 8

August 1996- June 1997

Grades 7 & 8

Capital School District

Central Middle School

211 Delaware Avenue

Dover, DE 19901

(302) 672-1771

Sixth Grade Teacher *Mathematics & Chapter I Reading*

August 1991- June 1996

Capital School District

William Henry Middle School

Carver Road

Dover, DE 19904

(302) 672-1620

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Sixth Grade Teacher Science (3), Mathematics (1), Reading (1)
August 1990- June 1991
Lake Forest School District
South Elementary School
Harrington, DE 19952

Fifth Grade Teacher *Self-contained*
August 1988- June 1990
Department of Defense Dependents School (DoDDS)
Bad Kissingen Elementary School
APO NY 19330

Third Grade Teacher *Science (3), Mathematics (1), Reading (1)*
August 1987- June 1988
Department of Defense Dependents School (DoDDS)
Schweinfurt American Elementary School
APO NY 19330

**SPECIAL
TRAINING**

Understanding by Design (Grant Wiggins & Jay McTighe)
Assessment for Learning (Rick Stiggins)
What Works in Schools (Robert Marzano)
Charlotte Danielson’s Framework
Learning Focused Schools Strategies (Max Thompson)
Connected Mathematics Project (CMP)
Southern Regional Education Board Leadership Modules:
 Leading Technical Assistance Visits
 Leading Change
 Creating a High Performance Learning Culture
 Site Development Workshops
 Advisement Programs
Microsoft Project Software Training- project management tool
CELTS- Project Management Training (CCSSO)
Distributed Leadership- SAELP Project (Wallace Foundation Grant)

**PROFESSIONAL
ORGANIZATIONS**

Member of Kappa Delta Pi National Education Honor Fraternity (College)
Member of Delaware Association of School Administrators
Member of Phi Delta Kappa
Member of Delaware Association of School Administrators
President of Kappa Delta Pi, National Education Honor Fraternity, West
Liberty Chapter

Resume

(b)(6)

HOME 302-422-8542

Work 302-735-4140

Robert E. Czeizinger

EDUCATION

Delaware State College, Dover, Delaware
Bachelor of Science Degree in Business Administration

Wilmington College, Dover, Delaware

Masters of Science Degree in Public Administration

Winner of the Richard Campbell Ponsell Award from Wilmington College 1999
Member of Sigma Beta Delta, International Honor Society for Business, Management, and Administration

PROFESSIONAL EXPERIENCE

Information Resource Manager, Department of Education, Dover, Delaware, October 16, 1994 to Present

Assess and coordinate the administrative and educational telecommunications and information systems needs of the Department of Education. Establish the technology infrastructure standards for the Department to include hardware, software, relational database, and application development standards for the Department. Provide technical assistance and support to local school districts for implementation of the Pupil Accounting System. Serve as the Information Security Officer for DOE and coordinate release of information for computer-generated responses to requests under the Freedom of Information Act. Implement and manage the Department's Microsoft based local area network and connection to the Internet. Provide design and project management coordination for development of database applications and management systems for education. Maintain systems developed for data collections activities such as the School Profiles system, DSTP Reporting system, and Pupil Accounting System. Setup, coordinate, and maintain the Department's WEB site to provide information about education, the Department, and schools in Delaware.

Manager of Computer and Application Support, Department of Health and Social Services, Division of Public Health, Dover, Delaware, August 1988 to October 1994

Manager of the Information Management Section for the Division of Public Health. My duties included over site of section staff engaged in Network Planning, Network Administration, Billing for Clinic Services, Computer Training, new Systems Development, Systems Maintenance, and Records, Forms, & Printing Management. I analyzed the Division's information needs and organizational structure in order to develop, administer and coordinate the Division's data management practices which included compilation of the data dictionary, and coordination of data and computer policy.

Through analysis of the Division's informational systems needs, programmatic operations and accountabilities, I would evaluate, study and recommend application development projects which met both Department and State criteria for compatibility of data for sharing of information across various mini/micro and mainframe computer platforms. I analyzed program goals to coordinate development of the Division's Strategic Plan and necessary yearly Budget submissions.

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Fiscal Administrative Officer, Department of Health and Social Services, Division of Public Health, Dover, Delaware, February 1987 to July 1989

Director of the fiscal services program and Information Systems of the Division of Public Health. I was responsible for development of fiscal and administrative guidelines in order to set priorities and initiate fiscal and administrative policy. I analyzed the Division's information needs in order to develop the Division's Fiscal Information System and Personnel information systems, both of which are compiled dBase applications which allowed me to produce monthly personnel and fiscal reports and "up-to-the-minute" ad-hoc reports for analysis and tracking of the Division's state budget and 16 federal grant budgets for a combined operating budget in excess of \$30,000,000. I signed and approved all fiscal documents and PAR-3 forms submissions to the Department for processing. I was also responsible for auditing revenue collections for Public Health client services performed statewide. Based on the Division's communication needs I have recommended, installed and coordinated the development of three local area networks (Banyan Vines) which have been connected into the Departments wide area network through leased lines and dial-up telephone lines. I also served as the Divisions Inventory Control Officer and Fleet Administrator for equipment and vehicles located state-wide at sixteen locations. I prepared the annual state budget according to guidelines.

Senior Accountant, Department of Natural Resources & Environmental Control, Division of Water Resources, Dover, Delaware, January 1986 to January 1987

Supervisor of the Division of Water Resources Fiscal Branch. Responsibilities included: Reading, interpreting and applying Federal Grant Program rules and regulations along with state law to assure fiscal conformance by the Division to Federal and State Fiscal guidelines. I supervised Division of Water Resources and Division of Air and Waste Management accounting personnel. I recommended fiscal policy to Division Directors which includes initiation and development of said policy. I was also responsible for development of technical reports concerning statistical analysis of grant and state budgets. I developed an information system to keep both grant managers and other staff up to date on the financial aspects of their programs.

Accountant I, Department of Services for Children Youth and Their Families, Division of Administrative Support, Wilmington, Delaware, October 1984 to December 1985

Assistant to the Department Financial Manager for coordinating the financial matters of the Department. Responsibilities: Review of all Department contracts, preparation of Federal Grant applications, review of proposals received for the Grants and Contracts process, establishment and maintenance of Federal line of credit necessary to receive Federal Grant funding. I also attended six weeks of **Delaware Financial Management System "Train the Trainers"** training in order to train members of the Department in all aspects of DFMS. I trained over 20 Department personnel in the use and methodology of DFMS. I also directly supervised client payment services which included foster home payments, group home payments, special foster care payments and adoption subsidies. I developed a system to track expenditures and encumbrances for the Division.

Assistant Accountant, Family Court of the State of Delaware, Wilmington, Delaware, September 1983 to October 1984

I established systems, procedures and methods for cost gathering, records keeping and account reporting. I prepared all types of fiscal documents and payroll documents including DCR's, PAR-3s, and ACRs; in conjunction with this, I insured that encumbrances and disbursements were properly charged to applicable cost centers. I was responsible for maintaining and understanding all accounting for special funds. I wrote procedures for various forms and processes used in the accounting department of Family Court. I reviewed and corrected all documents including monthly reports before submission to the Director of Fiscal Services. I answered all questions on office policy and procedures or routed them to the Director. I checked on the work progress of all staff to ensure completion of assignments in a timely manner. I developed a list of task assignments in conjunction with the Fiscal

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Director and then assigned them to specific personnel after analyzing the office work flow. I maintained an overview of the requirements of the office and aided the Director with long range planning.

Operations Manager, Ames Department Store, Chestertown, Maryland, August 1979 to September 1983

Attended school in Syracuse, New York, for training in store accounting operations. As First Assistant, my duties were to plan, organize, direct and control employees to accomplish daily requirements. Through control planning and analysis of operations, I met objectives needed in each department to achieve goals. I fixed and assigned responsibilities on the sales floor. I audited daily accounts for the store which involved daily sales. I also was completely responsible for the accounts receivable operation of the store, which included month end reports, billing and daily upkeep of the ledger, and subsidiary ledgers. I approved and authorized payrolls in strict accordance to the authorized budget amounts. I directly assisted accounting personnel with problem solving when needed. I also tracked daily deposits and made certain that collected funds were deposited to the proper account.

Manager, El-Sombrero Restaurant, Dover, Delaware, August 1975 to September 1983

Managed a full service restaurant specializing in Mexican cuisine. I prepared budgets for payroll, purchasing supplies, and payment of lease and utilities. I supervised staff engaged in food preparation, serving, and cleanup. I was responsible for preparation of weekly payroll and deposit of daily receipts. I generated monthly reports to compare expenditures against operating budgets.

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OBJECTIVE: Seek a position that capitalizes on my background in student financial aid administration, with emphasis on data processing management and data analysis duties.

PROFESSIONAL EXPERIENCE:

Delaware Higher Education Commission – Data Analyst, 2002 – Present

- Collect and report state postsecondary education data including financial aid, enrollment, finance and other statistics, for use by in-state and out-of-state researchers and policymakers.
- Managed project to develop web-based, information management system to automate the administration of scholarship, grant and loan programs. Application included public interface for online application filing and college interface to verify enrollments and initiate payments.
- Fulfill all in-state and external requests for state higher education data.
- Proposed and presently manage the ongoing development of an integrated, web-based information management application with administrative and public interfaces. Supervise one consultant; now in third fiscal year of development.
- Coordinate content and functionality of agency web site.
- Serve as agency contact for IT and Network support and provide desktop support for Windows 2000 and Microsoft Office applications.
- Act in managerial capacity in absence of Director.
- Represent higher education interests at various state and external organizations

Delaware Higher Education Commission – Higher Education Analyst, 1998 – 2002

- Administered several state-level student aid programs including need-based grant programs and several professional incentive loan programs.
- Maintained internal server and databases used for state need-based grant programs.
- Designed and maintained agency (html) web site and developed on-line applications for key student aid programs.
- Represented agency at college information events in both resource and presenter capacities.

Delaware College of Art and Design – Director of Financial Aid, 1996 – 1998

- Initiated institutional participation in federal and state student financial aid programs.
- Developed institutional student aid programs to support enrollment goals.
- Furnished primary federal compliance oversight related to anticipated Title IV participation, attained in second year of institutional operation.
- Served as a general student financial planning counselor.

University of Delaware – Assistant Director – Scholarships and Financial Aid, 1996

- Managed financial aid administration at the department's satellite office in the University's integrated student services building.
- Supervised one professional, three support staff and several student workers.
- Counseled students and parents regarding student financial aid programs available to them.

Cecil Community College – Financial Aid Assistant and Coordinator of Weekend College, 1993-1996

- Assisted Director of Financial Aid in all areas of student financial aid administration.
- Coordinated promotion and marketing of new Weekend College program.
- Provided additional student services for Weekend College students, including new admission application processing, registration, authorization of skills placement tests and academic counseling.

Instructor, Developmental English, Fall Semester, 1995

- Taught remedial English course to adult students.

OTHER EXPERIENCE:

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Applied Card Systems – Reconciliation Clerk, 1993-1994

University of Delaware

Work-Study and Casual-Seasonal Clerk – Office of Scholarships and Financial Aid, 1989-1993

Work-Study Clerk – Graduate Studies Office, 1988-1989

Chase Manhattan Bank, NA, Delaware – Payment Processor, 1987-1988

Beneficial National Bank – Wire Transfer Clerk, 1984-1987

First Fidelity Bank, NA, Northwestern New Jersey – Teller, 1982-1984

EDUCATION:

Bachelor of Arts – English Literature and East Asian Studies, University of Delaware, 1993

Associate in Specialized Business – Accounting-Finance, Churchman Business School, 1984

MS in Higher Education Administration, Institutional Research Concentration – in progress, Drexel University, Philadelphia, PA

CERTIFICATIONS:

Microsoft Certified Professional (MCP), Windows 2000 (2001)

Microsoft Certified Systems Administrator (MCSA), Windows 2000 (2004)

PROFESSIONAL AFFILIATIONS:

Chair, P-20 Data Committee, Delaware P-20 Council – Coordinate development of Delaware P-20 Data Cube, which extends Delaware's P-12 longitudinal data system to public and independent institutions of higher education in the state.

Southern Regional Education Board (SREB)

SREB Data Exchange – Responsible for annual higher education data surveys for Delaware

SREB Education Technology Cooperative – Represent state higher education policy

Delaware State IPEDS Coordinator – Responsible for accurate, timely submission of federal IPEDS data by state institutions of higher education.

References are available upon request.

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BRUCE EDWARD DACEY

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SUMMARY

EDUCATION

M.A. Psychology, Washington College, May, 1987
B.A. Psychology, University of Delaware, May, 1982
Ed. D. Wilmington College, May, 2003

CERTIFICATION

Principal Elementary and Middle Schools

Microsoft Certified Trainer **MCT**

Microsoft Certified Systems Engineer **MCSE**

Standard Teacher of Exceptional Children, LD, SEM, MR, PH

EXPERIENCE

2000 – Present Education Associate, Delaware, Department of Education, Assessment and Accountability Branch, Dover, Delaware.

1995-2000 *Technology Specialist*, New Castle County Vocational Technical School District, Wilmington, De. Responsibilities include:

- Computer Hardware and Software Support
- Network Support
- Training and district support

Present *Adjunct Faculty*, Wilmington College

1987-1995 *Computer Technician*, Delaware, Department of Public Instruction, Assessment and Accountability Branch, Dover, Delaware. Responsibilities include:

1983-1987 *Teacher*, Colonial School District, Wallace Wallin School, New Castle, Delaware. Responsibilities include:

1980-1983 *Teacher*: Au Clair School, Bear, Delaware. Responsibilities include:
1973-1980 *Data Processing Control Clerk*: ICI Inc., Wilmington, Delaware.

GOVERNING BOARDS AND ADVISORY PANELS

J Coffield

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1997-1998	Chair, Technology Coordinators Council of Delaware
1994-1996	Chair, Human Relations Committee, Delaware Department of Public Instruction
1994-1995	Limited English Proficient Advisory Board
1994-1996	Research Representative, Phi Delta Kappa
1986-1989	Easter Seals Computer Camp Advisory Board

References:

Ghedam Bairu
 Education Research Analyst, National Forum on Education Statistics
 National Center for Education Statistics
 1990 K Street, NW
 Room 9095
 Washington, DC 20006
 (202) 502-7304

Deborah Newby
 Director, Data Quality & Standards Project
 Council of Chief State School Officers
 One Massachusetts Avenue, NW · Suite 700
 Washington, DC 20001-1431
 202.336.7000

Jack Stork
 Senior Vice President
 Sungard Pentamation
 3 West Broad Street, Suite 1
 Bethlehem, Pa. 18018
 (610) 691-3616

Ralph Landolfi
 Pupil Accounting Coordinator
 New Castle County Vocational Technical School District
 1417 Newport Road
 Wilmington, De. 19804
 (302) 683-3677

Melissa Cook
 Pupil Accounting Coordinator
 Woodbridge School District
 307 Laws Street
 Bridgeville, De 19933
 (302) 337-8289

QI TAO

WORK ADDRESS

Technology Management & Design
Department of Education
401 Federal Street, Suite #2
Dover, DE 19901
Phone: (302) 735-4154
Fax: (302) 739-4221
e-mail: qtao@doe.k12.de.us

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EDUCATION

Ph.D. in statistics

August 1992

Department of Mathematical Sciences, University of Delaware, Newark, DE 19716

Master of Science in statistics

December 1990

Dept. of Mathematical Sciences, University of Delaware, Newark, DE 19716

Master of Science in Geo-mathematics

December 1982

The Graduate School, Univ. of Sci. & Tech. of China, Beijing, P. R. China

Bachelor of Science in Mathematics

January 1977

Dept. of Mathematics, Jilin University, Changchun, Jilin, P. R. China

PROFESSIONAL EXPERIENCE

Education Associate, Management Information and Database Administrator

August 1996 – Present

Technology Management & Design Work Group, Delaware Department of Education, Dover, Delaware 19901

Main duties and accomplishments include:

- Leading designer and developer of the Delaware Student Testing Program (DSTP) On-Line Reports (DSTP-OR), both password protected web site and public accessible web site. (Starting from early 1999)
- As a leading member, performed past eight years of DSTP data processing, quality control, security control, and overall management of the DSTP database
- Leading designer and developer of the Delaware Student Information System (DELSIS), both the DELSIS database backend and the DELSIS web application. (On Windows platform starting from early 1999, and on VAX/VMS during 1992 to 1999)
- Leading designer and developer of the DOE Integrated Student Data Updating system (ISDU), which performs automated daily updates of student demographic, enrollment, and subgroup (such as special-ed and Title 1) data from all districts and charter schools. (Starting from early 2001)

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- Leading member for the design, modeling, development, and management of the DOE Data Warehousing Projects. Established five data marts that range from student testing data, educational personnel data, to student enrollment data. (Starting from early 2000)
- Leading member of the design, development and management team for the new version of the Delaware School Profiles project
- The design, development, and maintenance of the web-based Delaware Educational Directory (an online phone directory). (Starting from late 2000)
- The design, development, and maintenance of the web-based DOE Activity Calendar (Starting from late 1996)
- Performed DBA tasks including implementing database standards, user management, new database design and creation, managing database routine jobs, and database and SQL Server consolidations

Education Specialist in Management Information

January 1993 – July 1996

Management Information Division and Data Analysis & Reporting Team

Assessment and Accountability Branch, Department of Public Instruction

Main duties and accomplishments include:

- Leading member for the design and development of the on-line Delaware Student Information System (DELSIS) on Dec 4500 VAX/VMS minicomputer. Also redesigned and developed DELSIS in 1999 with browser-based interface and SQL Server database.
- Support of the interim assessment program to include summary data and analysis for 1993-94 and 1994-95 state, district and school level profiles
- Modified and enhanced the annual AFDC data processing and analysis procedures. Added data support for the Child Service Cost Recovery Program and the School Lunch program
- Responsible for all Title 1 related data analysis and Title 1 database management in support of School Improvement and federal fund allocations
- Provided training and consulting service in the use of the System 1032 (Relational Database Management System) and SPSS (statistical computer package) to other staff members in the Department of Public Instruction
- Designed and developed the Delaware Educational Candidate System.
- Designed and developed a new Tech-Prep management system on PC for the Tech-Prep Office.

Software Specialist

June 1992 - January 1993

Management Information Division, Dept. of Public Instruction

Main duties included:

- Maintenance of the following database systems:
 - ◊ Delaware Teacher Certification System
 - ◊ Chapter 1 School Improvement Management System
 - ◊ AFDC Count Management System
 - ◊ Tech-Prep Management System
- Design and development of surveys, forms and datasets to satisfy collection requirements
- Statistical analysis and reporting in support of Federal and State requirements

COMPUTER-RELATED TRAININGS

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Data Warehouse:

- ProClarity Analyst Training on ProClarity Desktop Professional 6.2, fall 2006
- ProClarity Administrator Training on Analysis Services 2005, fall 2006
- Cognos PowerPlay Enterprise Server Administration, fall 2001
- Cognos Access Manager 6.1 Administration, fall 2001
- Cognos Data Modeling with Architect, spring 2002
- Introduction to Data Warehousing, spring 2000
- Fundamentals of Data Modeling, fall 2000

Microsoft Tech-Ed 2004

Microsoft Tech-Ed 2001

Microsoft Tech-Ed '99

Windows 2000 Server Installation and Administration

Windows 2000 Active Directory Installation and Administration

Microsoft SQL Server 2000 Installation and Administration

Seagate Crystal Reports 7.0 Developers Workshop

Seagate Crystal Reports 6.0 Advanced Class

Seagate Crystal Reports 6.0 Introduction Class

Introduction to Data Modeling and Database Design with Erwin 2.6

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Introduction to Windows NT 4.0 Workstation Management

Introduction to Windows NT 4.0 Server Management

Participation to the following professional conferences:

ASP Connection 2006, PASS (Professional Asso. of SQL Server) 2005, PASS 2003, Cognos Forum 2005 & 2003, VBITS 96', Microsoft TechEd 99', ASP Prof Conf 99, ASP DevCon 2000

COMPUTER SKILLS

- Database Management Systems

- ◇ Eleven years of experience on using Microsoft SQL Server 6.5, 7.0, 2000 and 2005. Duties include DBA, design and development of database systems, development of complex stored procedures, and development of data transformation systems, design and development of data warehouse including modeling, ETL, cube building, and user interface development, design and development of reports using SQL Server Reporting Services 2000 and 2005.
- ◇ System 1032 on VAX-4500, nine years of experience
- ◇ Microsoft Access on Windows 95, 98 & XP, twelve years of experience
- ◇ dBase III and IV on IBM PC, three years of experience

- Statistics/Math Packages:

- ◇ SPSS: Intensively used for over five years including SPSS/Advanced Statistics and SPSS/Tables in SPSS 4.0, 6.0, and SPSS for Windows version 7.0 through 14.0
- ◇ SAS: Intensively used for four years including SAS/IML, SAS/GRAPH, and SAS/ETS
- ◇ Seagate Crystal Reports version 5.0 through 8.5 for Windows, intensive used and hundreds of reports developed for stand-alone, in Visual Basic applications and on web-based application
- ◇ IMSL: Intensively used for one and half years

- Programming Languages: Visual Basic 4 & 6, ASP, VB.Net, ASP.Net, HTML, XML, XSLT, FORTRAN, Basic,

- Computer Servers: Windows 2003, 2000 and NT 3.5 & 4.0 server installation, configuration and management for nine years since 1995

- Mainframe Computers:

- ◇ VAX/VMS on VAX-4500
- ◇ VM/CMS on IBM-3900
- ◇ UNIX on VAX-8600 and SUN work stations

- Personal Computers:

- ◇ IBM PC and its compatibles. DOS, Windows 3.x and Windows 95, Windows 98, Windows 2000 and Windows XP
- ◇ Macintosh

PUBLICATIONS AND PRESENTATIONS

J Coffield

- 12 -

- 1) Tao, Qi. Delaware DOE Data Warehouse Project. Presented at the 2004 Spring NCES MIS Conference, Portsmouth, Virginia.
- 2) Tao, Qi and Soltys, Thomas V. (1994). DELSIS: System 1032 in the “First State’s” Public Schools. Presented at the *1994 System 1032 Symposium*, Boston, Massachusetts.
- 3) LaRiccia, V.N., Schuenemeyer, J.H. and Tao, Q. (1992). Asymptotically Efficient Parametric Estimators for the Generalized Tukey Lambda distribution. Submitted to *Technometrics*.
- 4) Tao, Qi (1985). Exploration History Analysis in Quantitative Evaluation of Petroleum Resources. *GEOLOGY ABROAD*, No. 1, 1985.
- 5) Tao, Qi (1984). Transformation of Empirical Distribution - A Method for Petroleum Reserve Evaluation. *OIL AND GAS GEOLOGY*, Vol.5, No.1, 1984.
- 6) Tao, Qi (1983). A Review of Quantitative Methods for Petroleum Resource Evaluation. *GEOLOGY ABROAD*, No. 3, 1983.

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: Pages: **0** Uploaded File: **G:\Longitudinal Grant 2009\AppendixC\Current Status of State's LDS.doc**

Required Data System Capabilities

Required Data System Capabilities	Current Status	Relevant outcomes	Completed	Other grant
The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21 st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g. employment, wage, and earnings information).	DELSIS has been tracking students for 15 years. But the early childhood data is incomplete and maintained by other areas of DDOE. The postsecondary work has begun with P20 council but is also incomplete. Individual student level data access and governance need to be address. In addition workforce development data is sparse and incomplete.	Client ID Crosswalk System <ul style="list-style-type: none"> Build a data system with an integrated layer of information on top of the existing information systems of the Departments of Health and Social Services (DHSS), Education (DDOE), and Services for Children, Youth and Their Families (DSCYF). This system will hold various state and organization student/client identifiers. Form and support new and existing governance bodies that will develop standards and provide leadership for projects and decision-making. Track children receiving services across state agencies. Interoperability <ul style="list-style-type: none"> Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards. Develop a process flow diagram detailing the relationships among data 	Partial	No other grants

		<p>collections, repositories, and outputs, and identifying the stewards and offices responsible for each. (Information Systems Architecture).</p> <ul style="list-style-type: none"> • Develop a Data Access and Management Policy • Design and document an enterprise relational data model for the DDOE and all agencies, organizations, and school districts. • Develop policies and procedures to support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data. <p>Client Management System</p> <p>Data Warehouse</p> <ul style="list-style-type: none"> • Develop a process to continually evaluate how data is collected and used. • Create a data framework for capturing essential early childhood indicators. • Align post-secondary first-year course competencies with K-12 to reduce remediation. • Develop indicators that can be used longitudinally to drive continuous school improvement • Link P-20 data to workforce needs. • Link P-20 data to resource allocations. • Review National Student Clearinghouse data for summaries of Delaware student enrollment in 		
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		<p>higher education, college transfer activity and time-to-degree.</p> <ul style="list-style-type: none"> • Build state data repositories that integrate and link student, staff, school/facility, and financial data. 		
<p>The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkages and connectivity among the various levels and types of data.</p>	<p>As part of DELSIS and eSchoolPLUS we have documented state codes that we need and we enforce their use through ISDU. We also use national standards when we need to expand our current codes. We have identified data stewards. We have done some documentation on our current system but it is probably out of date. We currently have data access policies for DDOE only. To include preschool and post secondary institutions we would need to expand all of these areas to include their information.</p>	<p>Interoperability</p> <ul style="list-style-type: none"> • Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards. • Develop a process flow diagram detailing the relationships among data collections, repositories, and outputs, and identifying the stewards and offices responsible for each. (Information Systems Architecture). • Develop a Data Access and Management Policy • Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases. • Design and document an enterprise relational data model for the DDOE and all agencies, organizations, and school districts. • Develop policies and procedures to support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data. • Document all quantitative statistics/indicators (e.g. , 	Partial	No other grants

		<p>dropout rate) and other key facts (e.g., school name).</p> <ul style="list-style-type: none"> • Train DDOE and district data managers on data metadata dictionary. 		
<p>The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.</p>	<p>Delaware has a statewide pupil accounting system called eSchoolPLUS. This SIS schedules students with courses and the courses are assigned to teachers. Each night we update our state LDS with all this data. For HQT reporting we added fields to identify content area in eSchoolPLUS. Delaware also has a certification system called DEEDS. DEEDS data is combined with eSchoolPLUS data by the use of a state employee identification number. Therefore we are able to report on teachers and classes. At this point we have data to report on the college programs teachers have taken at Delaware Colleges and Universities only.</p>		Complete	No other grants
<p>The system must enable the matching of teachers with information about</p>	<p>Delaware has a statewide pupil accounting system called eSchoolPLUS.</p>	<p>Client Management System Data Warehouse</p> <ul style="list-style-type: none"> • Link teachers and teacher 	No	No other grants

their certification and teacher preparation programs, including the institutions at which teachers received their training.	This SIS schedules students with courses and the courses are assigned to teachers. Each night we update our state LDS with all this data. For HQT reporting we added fields to identify content area in eSchoolPLUS. Delaware also has a certification system called DEEDS. DEEDS data is combined with eSchoolPLUS data by the use of a state employee identification number. Therefore we are able to report on teachers and classes. At this point we do not have data to report on the college programs the teachers had.	preparation programs to evaluate for impact on student outcomes.		
The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	Parents have access to the Home Access Module of eSchoolPLUS. This module contains data on discipline, attendance, report cards, transcripts, and test scores. Parents also receive a report on their child's progress on the DSTP. Parents have access to school profiles on the DDOE website.	Client ID Crosswalk System <ul style="list-style-type: none"> Track children receiving services across state agencies. Client Management System Data Warehouse <ul style="list-style-type: none"> Create data system to incorporate all preschool, K-12, and post secondary data elements. Develop training that orients educators, parents, and policy makers to the available data and its usage 	Partial	No other grants

	<p>Teachers also have access to their student’s information in eSchoolPLUS through the Teacher Access Center module.</p> <p>Teachers also have access to the DSTP online reports where they can see their student’s DSTP scores as well as scores of their classes.</p> <p>Administrators have access to the eSchoolPLUS Dashboard which highlights attendance and discipline issues. They also have access to student’s test scores. Administrators also have access to the Correlates of Achievement system which tracks indicators of success for student achievement. We recently purchased a module for eSchoolPLUS to assist with our efforts to reduce dropouts.</p> <p>Administrators and all others also have access to the DDOE School Profiles web site. These pages hold lots of information on student district level</p>	<ul style="list-style-type: none"> • Develop a communications/outreach strategy to raise awareness of what data the system holds and what questions it will answer. <p>Enterprise Identify Management and Portal System</p> <ul style="list-style-type: none"> • Establish online community sites which are a location with customized views and specific content for particular groups of users. <p>Enterprise Reporting</p> <ul style="list-style-type: none"> • Design reporting system to track student progress and foster continuous improvement over time. • Create a reporting system to inform policy makers, teachers, parents and students. • Create Student Profile Reports with a “dash-board like” format with indicators such as achievement, attendance, mobility, etc. • Create a user interface where an individual student’s rate of growth can be reviewed and compared with state expectations by demographic and other statistical categories. • Create a user interface for parents where individual student progress can be viewed in easily understood formats. 		
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	<p>enrollment, student achievement and staff information.</p> <p>Delaware is in the process of evaluation RFP's for the new Delaware Comprehensive Assessment System. This will be an online formative and summative assessment designed to provide very fast response time for teachers to improve student achievement.</p>	<ul style="list-style-type: none"> • Create user-friendly reports based on indicators that suggest students who may be at risk of dropping out of high school • Create reports that evaluate and rate programs and intervention strategies • Create reports that measure student growth over time. • Create reports that allow Delaware to evaluate progress nationally and internationally. • Develop training programs to help stakeholders access, use and understand data. 		
The system must ensure the quality and integrity of data contained in the system.	The DELSIS system includes a module called the Integrated Student Update System (ISDU). ISDU does quality control checks on all data nightly and if it does not pass the business rules the state data is not updated and kicker lists go back to the districts to clean the data.	<p>Client Management System</p> <p>Data Warehouse</p> <ul style="list-style-type: none"> • Expand the Integrated Student Update System (ISDU) to include other agencies and organizations to ensure quality data. • Expand ISDU system to include all data imported into new system. 	Partial	No other grants
The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting	The DDOE is recognized as a leader in EdFacts reporting. But for reporting on metrics for the State Fiscal Stabilization Funds we may need a more	<p>Client ID Crosswalk System</p> <ul style="list-style-type: none"> • Track children receiving services across state agencies. <p>Client Management System</p>	Partial	No other grants

progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the EDFacts data collection and reporting system.	robust system which includes data items from other agencies.	Data Warehouse <ul style="list-style-type: none"> • Create data system to incorporate all preschool, K-12, and post secondary data elements. • Create a data framework for capturing essential early childhood indicators. • Link teachers and teacher preparation programs to evaluate for impact on student outcomes. • Link P-20 data to workforce needs. • Link P-20 data to resource allocations. • Build state data repositories that integrate and link student, staff, school/facility, and financial data. • Develop methodologies for data validation and reliability processes. • Consolidate and store achievement data and correlates data (curriculum access, class size, teacher quality, school climate, etc.). • Expand the Integrated Student Update System (ISDU) to include other agencies and organizations to ensure quality data. • Expand ISDU system to include all data imported into new system. • Identify and document all preschool, K-12, and post secondary data elements. • Create data system to incorporate all preschool, K-12, and post secondary data elements. 		
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		<p>Enterprise Reporting</p> <ul style="list-style-type: none">• Design reporting system to track student progress and foster continuous improvement over time.• Create reports that measure student growth over time.• Create reports that allow Delaware to evaluate progress nationally and internationally.• Develop indicators that show student improvement.• Develop reporting mechanism that link student, staff, facility, and financial data in order to target resources with greater efficiency.• Create a user interface where an individual student's rate of growth can be reviewed and compared with state expectations by demographic and other statistical categories.• Create reports that evaluate and rate programs and intervention strategies• Create reports that measure student growth over time.• Create reports that allow Delaware to evaluate progress nationally and internationally.• Link teachers and teacher preparation programs to evaluate for impact on student outcomes• Use data to align P-20 education to workforce needs.		
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		<ul style="list-style-type: none">• Use data to determine resource allocations based upon need.		
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Required Data System Elements (America COMPETES Act):

<i>SLDS RFA</i>	<i>DDOE</i>	<i>Relevant Outcomes</i>	<i>Completed</i>	<i>Funding</i>
A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law).	We have a unique ID for K-12. But many early childhood students use a different ID called MCI. Also higher education uses social security and so does workforce development. We have a 99% match rate when the DDOE matches post secondary students with the state identifier. We also have some preschool special education children enrolled in eSchoolPLUS which uses the state identifier.	Client ID Crosswalk System <ul style="list-style-type: none"> Build a data system with an integrated layer of information on top of the existing information systems of the Departments of Health and Social Services (DHSS), Education (DDOE), and Services for Children, Youth and Their Families (DSCYF). This system will hold various state and organization student/client identifiers. Form and support new and existing governance bodies that will develop standards and provide leadership for projects and decision-making. Track children receiving services across state agencies. 	Partial	No other grants
Student-level enrollment, demographic, and program participation information.	The DELSIS system maintains information on student enrollment and program participation for the past 15 years.		Complete	No other grants

Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	The DELSIS system maintains information on student enrollment and program participation for the past 15 years. However we don't maintain college or workforce development student exit, transfer in, transfer out, drop out, or complete P-16 education programs	Client ID Crosswalk System <ul style="list-style-type: none"> Track children receiving services across state agencies. Management System Data Warehouse <ul style="list-style-type: none"> Link P-20 data to workforce needs. Link P-20 data to resource allocations. Build state data repositories that integrate and link student, staff, school/facility, and financial data. Identify and document all preschool, K-12, and post secondary data elements. Create data system to incorporate all preschool, K-12, and post secondary data elements. Enterprise Reporting <ul style="list-style-type: none"> Create reports that evaluate and rate programs and intervention strategies 	Partial	No other grants
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		<ul style="list-style-type: none">• Use data to align P-20 education to workforce needs. <p>Interoperability</p> <ul style="list-style-type: none">• Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards.• Develop a process flow diagram detailing the relationships among data collections, repositories, and outputs, and identifying the stewards and offices responsible for each. (Information Systems Architecture).• Develop a Data Access and Management Policy• Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases.• Design and document an enterprise relational		
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		<p>data model for the DDOE and all agencies, organizations, and school districts.</p> <ul style="list-style-type: none"> Develop policies and procedures to support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data. 		
<p>The capacity to communicate with higher education data systems.</p>	<p>The DDOE has a very active P20 council. Among many things they do they have a data committee. The data committee is finalizing a Memorandum of Understanding and will be signed by all higher education participants soon. There is also a P20 Data Cube that contains three cohorts of high school graduates: 2006, 2007 and 2008. There are some 30+ sample reports of various aggregations.</p> <p>We currently receive student</p>	<p>Client ID Crosswalk System</p> <ul style="list-style-type: none"> Track children receiving services across state agencies. <p>Management System Data Warehouse</p> <ul style="list-style-type: none"> Link P-20 data to workforce needs. Link P-20 data to resource allocations. Build state data repositories that integrate and link student, staff, school/facility, and financial data. 	Partial	No other grants

	<p>level data from Delaware colleges and universities and this also includes remedial courses.</p>	<ul style="list-style-type: none"> Identify and document all preschool, K-12, and post secondary data elements. Create data system to incorporate all preschool, K-12, and post secondary data elements. <p>Enterprise Reporting</p> <ul style="list-style-type: none"> Create reports that evaluate and rate programs and intervention strategies Use data to align P-20 education to workforce needs. <p>Interoperability</p> <ul style="list-style-type: none"> Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards. Develop a process flow diagram detailing the relationships among data collections, repositories, and outputs, and identifying the stewards and offices responsible 		
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		<p>for each. (Information Systems Architecture).</p> <ul style="list-style-type: none"> • Develop a Data Access and Management Policy • Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases. • Design and document an enterprise relational data model for the DDOE and all agencies, organizations, and school districts. • Develop policies and procedures to support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data. 		
A state data audit system assessing data quality, validity, and reliability.	The eSchoolPLUS system has an audit feature which can inform you of changes by users.	<p>Client ID Crosswalk System</p> <ul style="list-style-type: none"> • Form and support new and existing 	Partial	No other grants

	<p>However it is difficult to get reports from this. We also keep log files from access to our firewall and web servers.</p> <p>The DELSIS system includes a module called the Integrated Student Update System (ISDU). ISDU does quality control checks on all data nightly and if it does not pass the business rules the state data is not updated and kicker lists go back to the districts to clean the data. We need to expand this capability for other agency data.</p> <p>We do some training during the Pupil Accounting Coordinators meetings and during other meetings by program managers in areas like testing, special education, lep, etc.</p> <p>We lack a proper governance</p>	<p>governance bodies that will develop standards and provide leadership for projects and decision-making.</p> <p>Interoperability</p> <ul style="list-style-type: none"> • Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards. • Develop a process flow diagram detailing the relationships among data collections, repositories, and outputs, and identifying the stewards and offices responsible for each. (Information Systems Architecture). • Develop a Data Access and Management Policy • Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases. 		
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	structure.	<ul style="list-style-type: none">• Design and document an enterprise relational data model for the DDOE and all agencies, organizations, and school districts.• Develop policies and procedures to support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data. <p>Client Management System Data Warehouse</p> <ul style="list-style-type: none">• Develop methodologies for data validation and reliability processes.• Expand the Integrated Student Update System (ISDU) to include other agencies and organizations to ensure quality data.• Expand ISDU system to include all data imported into new		
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		system.		
Yearly test records of individual students with respect to assessments under section 1111(b) of the elementary and Secondary Education Act of 1965.	Delaware currently uses the DSTP for annual achievement testing. We are in the process of evaluation RFP's for a new formative and summative online testing system. We also collect SAT, IB, ACT, PSAT, and AP data many times during the year.		Complete	No other grants
Information on students not tested, by grade and subject.	Delaware currently uses the DSTP for annual achievement testing. DELSIS is used to collect information on students not tested. We are in the process of evaluation RFP's for a new formative and summative online testing system. We also collect SAT, IB, ACT, PSAT, and AP data many times during the year.		Complete	No other grants
A teacher identifier system with the ability to match teachers to	Delaware has a statewide pupil accounting system		Complete	No other grants

students.	<p>called eSchoolPLUS. This SIS schedules students with courses and the courses are assigned to teachers. Each night we update our state LDS with all this data. For HQT reporting we added fields to identify content area in eSchoolPLUS.</p> <p>Delaware also has a certification system called DEEDS. DEEDS data is combined with eSchoolPLUS data by the use of a state employee identification number. Therefore we are able to report on teachers and classes. At this point we do have data to report on the college programs teachers have taken at Delaware Colleges and Universities.</p>			
Student-level transcript information, including information on courses completed and grades earned.	eSchoolPLUS maintains a very detailed transcript system. But we can create only non verified PDF	Electronic Transcript System <ul style="list-style-type: none"> Implement electronic record and transcript 	Partial	No other grants

	versions of the transcript.	<p>exchange for all public PK-12 districts and Postsecondary institutions in Delaware</p> <ul style="list-style-type: none"> • Exchange electronic records and transcripts with other states (interstate) • Create and deploy the “Delaware Transcript Center” • Create a state data standard for record/transcript exchange • Create and deploy user accounts to every LEA • Create and provide training materials for users and administrators • Develop a statewide course classification system aligned with SCED capable of meeting the requirements for matching teacher and students, measuring academic growth, and assisting in the improvement of 		
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		struggling schools.		
Student-level college readiness test scores.	Delaware currently uses the DSTP for annual achievement testing. We are in the process of evaluation RFP's for a new formative and summative online testing system. We also collect SAT, IB, ACT, PSAT, and AP data many times during the year.		Complete	No other grants
Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.	<p>The DDOE has a very active P20 council. Among many things they do they have a data committee. The data committee is finalizing a Memorandum of Understanding and will be signed by all higher education participants soon. There is also a P20 Data Cube that contains three cohorts of high school graduates: 2006, 2007 and 2008. There are some 30+ sample reports of various aggregations.</p> <p>We currently</p>	<p>Client ID Crosswalk System</p> <ul style="list-style-type: none"> Track children receiving services across state agencies. <p>Management System Data Warehouse</p> <ul style="list-style-type: none"> Link P-20 data to workforce needs. Link P-20 data to resource allocations. Build state data repositories that integrate and link student, staff, school/facility, and 	Partial	No other grants

	receive student level data from Delaware colleges and universities and this also includes remedial courses.	<p>financial data.</p> <ul style="list-style-type: none">• Identify and document all preschool, K-12, and post secondary data elements.• Create data system to incorporate all preschool, K-12, and post secondary data elements. <p>Enterprise Reporting</p> <ul style="list-style-type: none">• Create reports that evaluate and rate programs and intervention strategies• Use data to align P-20 education to workforce needs. <p>Interoperability</p> <ul style="list-style-type: none">• Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards.• Develop a process flow diagram detailing the relationships among data collections, repositories, and outputs, and identifying the		
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		<p>stewards and offices responsible for each. (Information Systems Architecture).</p> <ul style="list-style-type: none">• Develop a Data Access and Management Policy• Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases.• Design and document an enterprise relational data model for the DDOE and all agencies, organizations, and school districts.• Develop policies and procedures to support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.		
Data that provide other information determined necessary to address	The DDOE has a very active P20 council. Among	Client ID Crosswalk System	Partial	No other grants

alignment and adequate preparation for success in postsecondary education.	<p>many things they do they have a data committee. The data committee is finalizing a Memorandum of Understanding and will be signed by all higher education participants soon. There is also a P20 Data Cube that contains three cohorts of high school graduates: 2006, 2007 and 2008. There are some 30+ sample reports of various aggregations.</p> <p>We currently receive student level data from Delaware colleges and universities and this also includes remedial courses.</p>	<ul style="list-style-type: none"> Track children receiving services across state agencies. <p>Management System Data Warehouse</p> <ul style="list-style-type: none"> Link P-20 data to workforce needs. Link P-20 data to resource allocations. Build state data repositories that integrate and link student, staff, school/facility, and financial data. Identify and document all preschool, K-12, and post secondary data elements. Create data system to incorporate all preschool, K-12, and post secondary data elements. <p>Enterprise Reporting</p> <ul style="list-style-type: none"> Create reports that evaluate and rate programs and intervention strategies Use data to align P-20 education to 		
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		<p>workforce needs.</p> <p>Interoperability</p> <ul style="list-style-type: none">• Develop an online metadata dictionary with statewide standard definitions and codes aligned with national standards.• Develop a process flow diagram detailing the relationships among data collections, repositories, and outputs, and identifying the stewards and offices responsible for each. (Information Systems Architecture).• Develop a Data Access and Management Policy• Develop a logical entity relationship diagram (ERD) design of the logical structure of the databases.• Design and document an enterprise relational data model for the DDOE and all		
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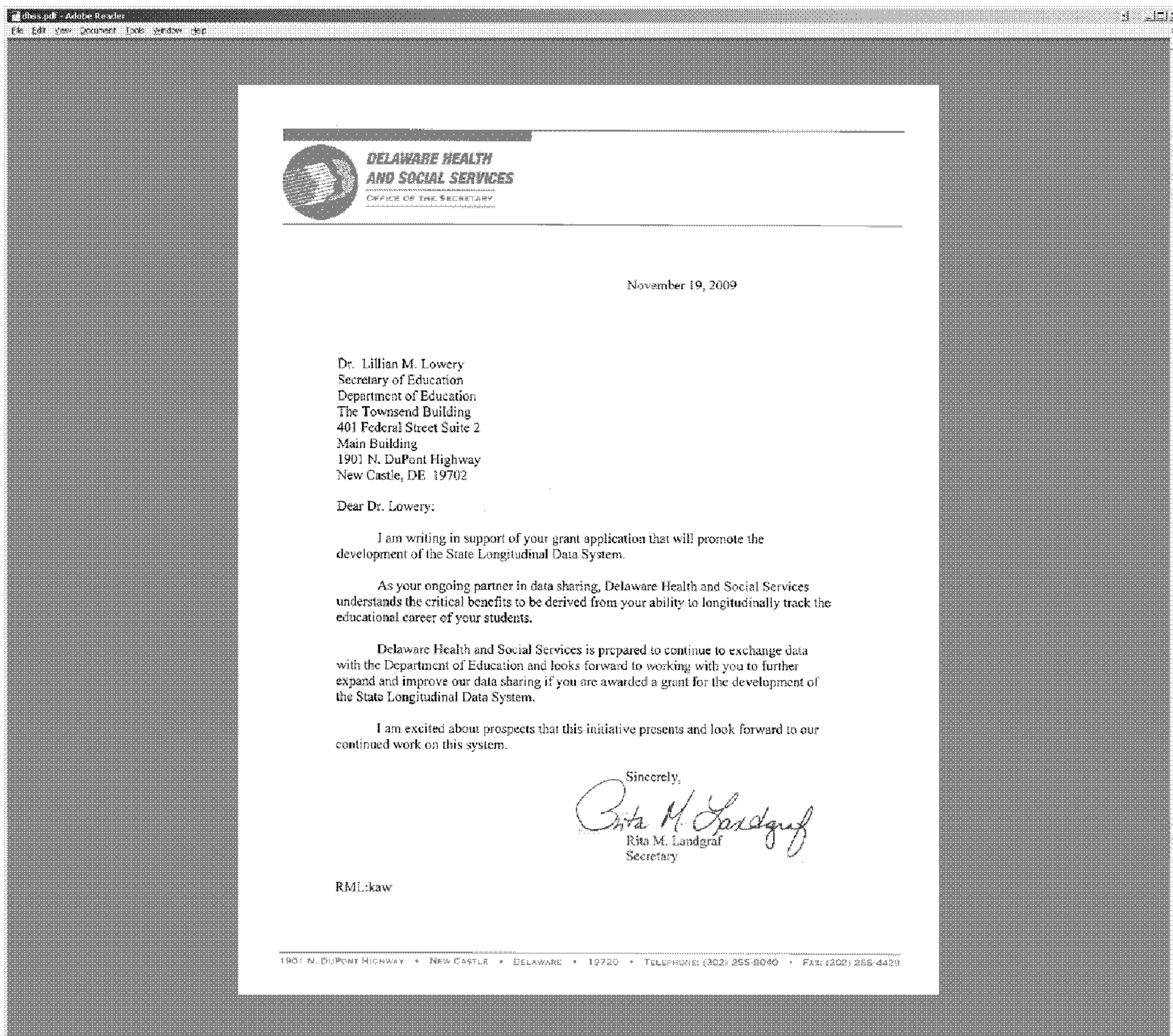
		<p>agencies, organizations, and school districts.</p> <ul style="list-style-type: none">• Develop policies and procedures to support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.		
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Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

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**DELAWARE HEALTH
AND SOCIAL SERVICES**
OFFICE OF THE SECRETARY

November 19, 2009

Dr. Lillian M. Lowery
Secretary of Education
Department of Education
The Townsend Building
401 Federal Street Suite 2
Main Building
1901 N. DuPont Highway
New Castle, DE 19702

Dear Dr. Lowery:

I am writing in support of your grant application that will promote the development of the State Longitudinal Data System.

As your ongoing partner in data sharing, Delaware Health and Social Services understands the critical benefits to be derived from your ability to longitudinally track the educational career of your students.

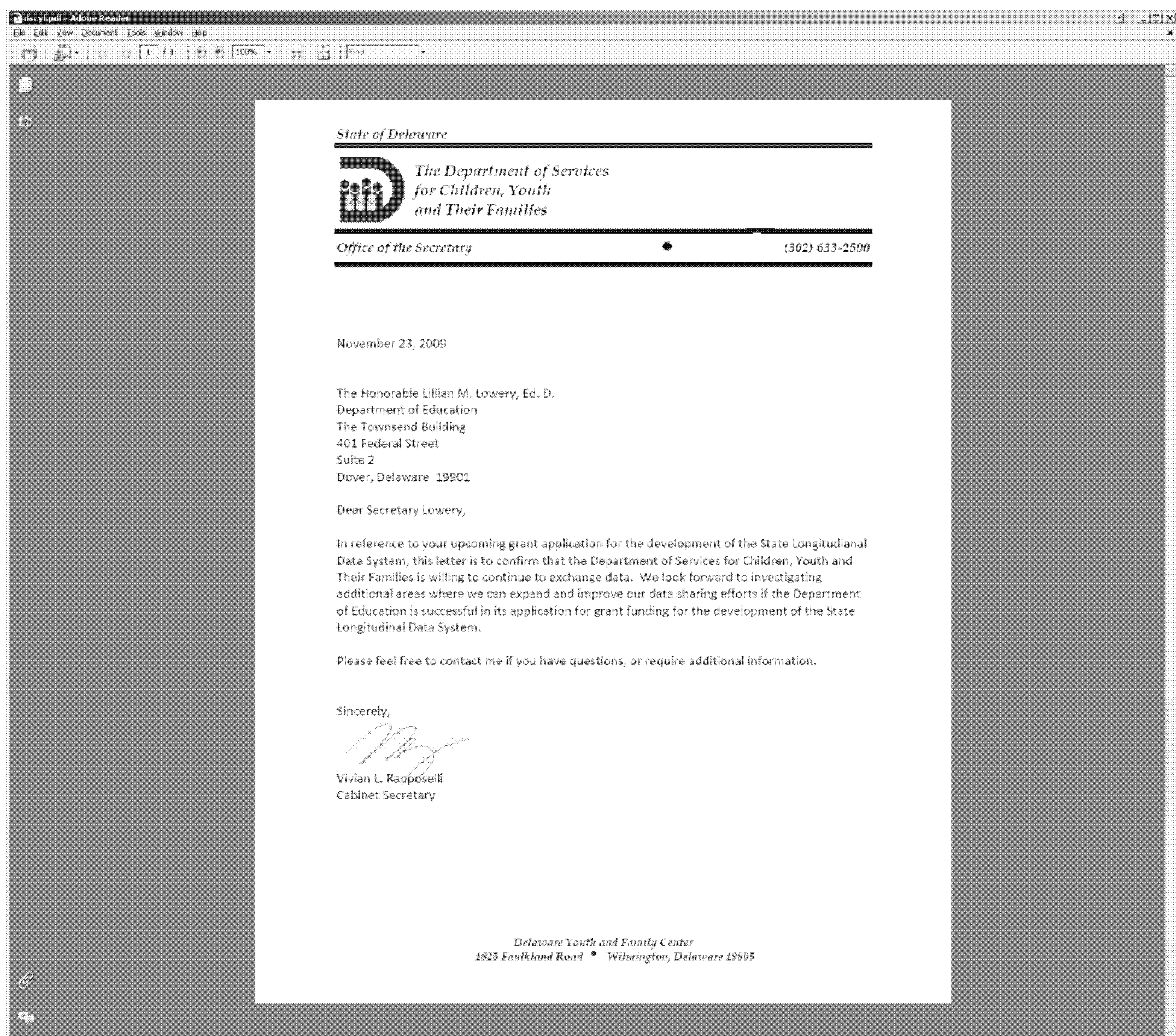
Delaware Health and Social Services is prepared to continue to exchange data with the Department of Education and looks forward to working with you to further expand and improve our data sharing if you are awarded a grant for the development of the State Longitudinal Data System.

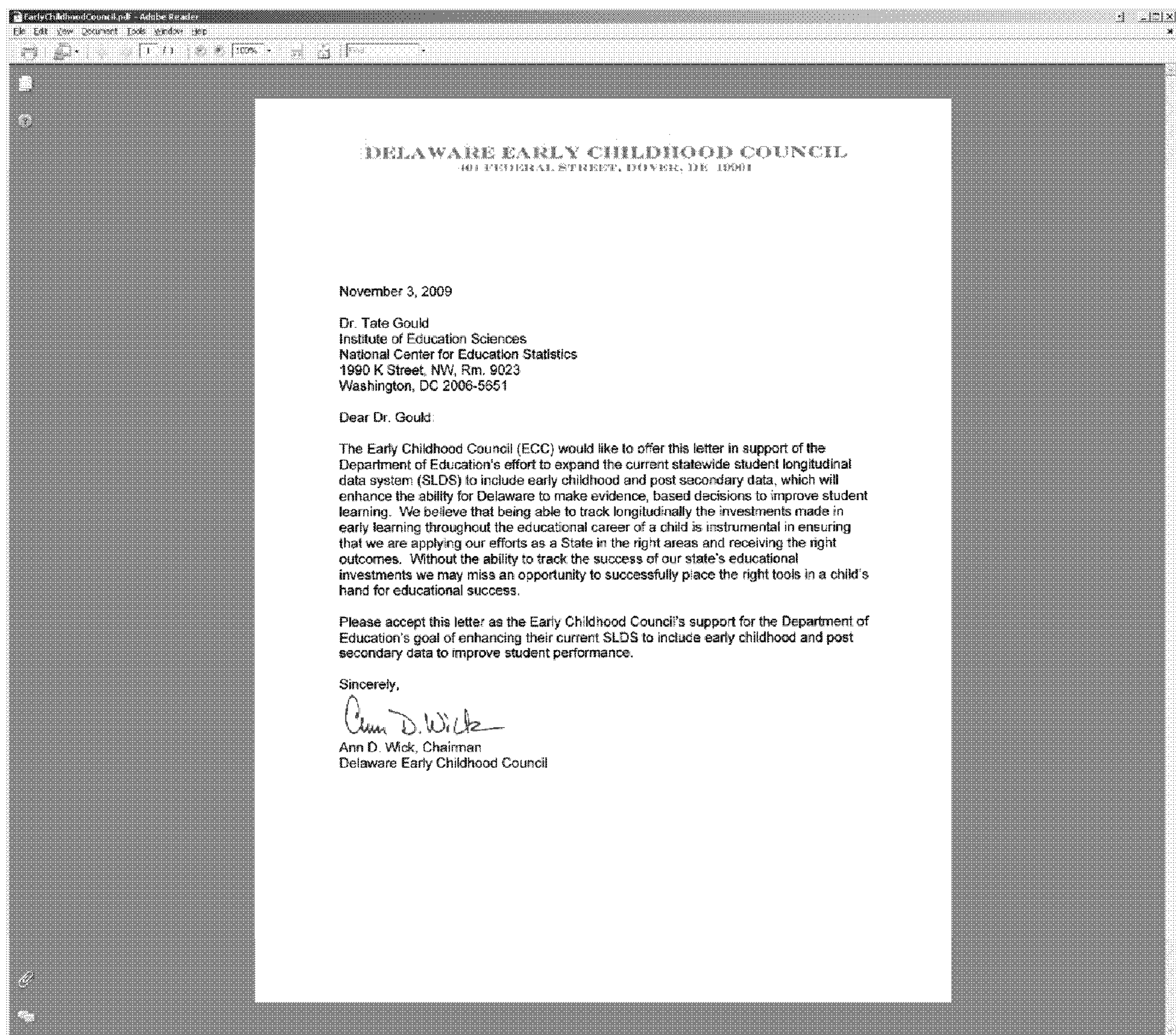
I am excited about prospects that this initiative presents and look forward to our continued work on this system.

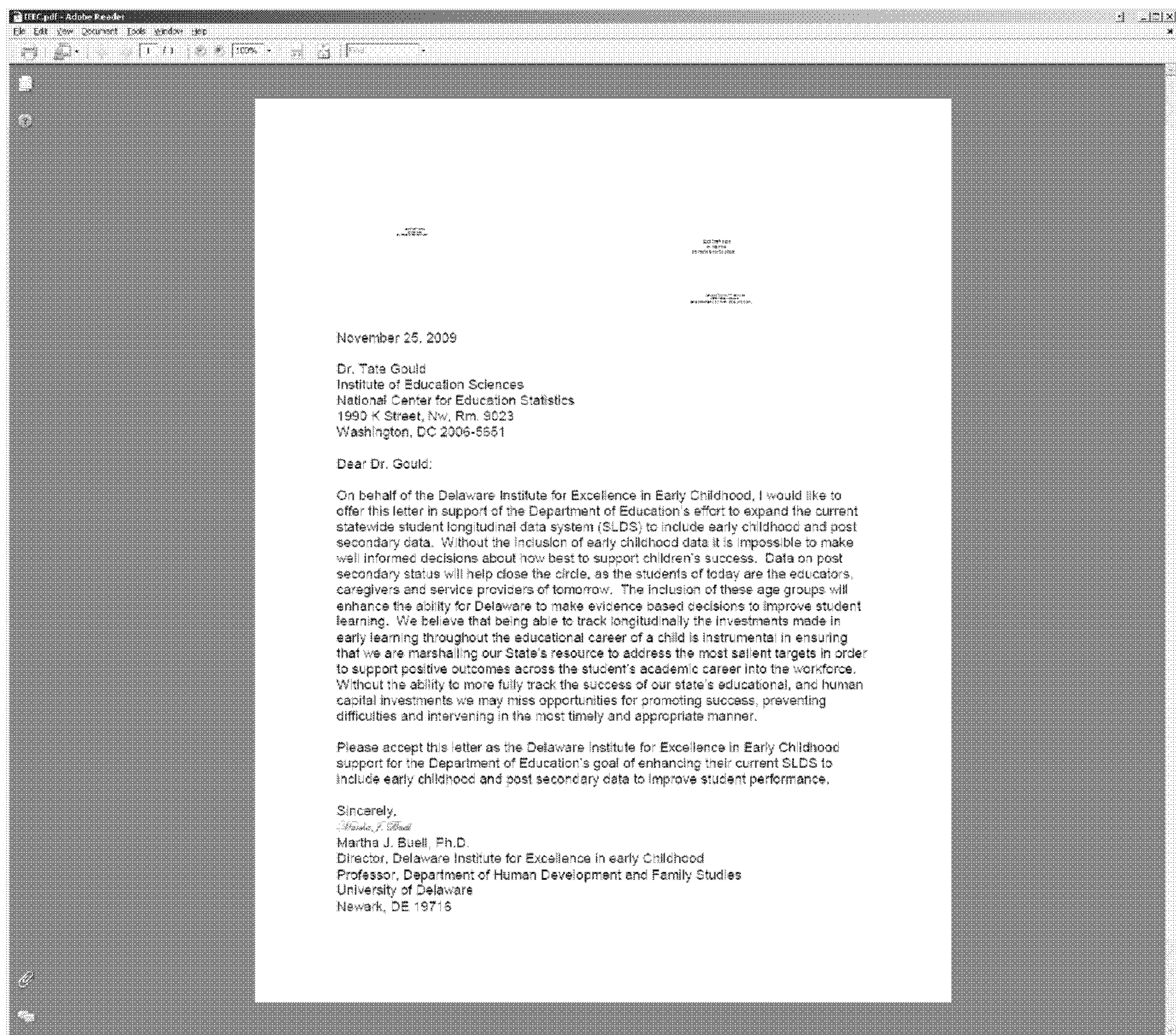
Sincerely,


Rita M. Landgraf
Secretary

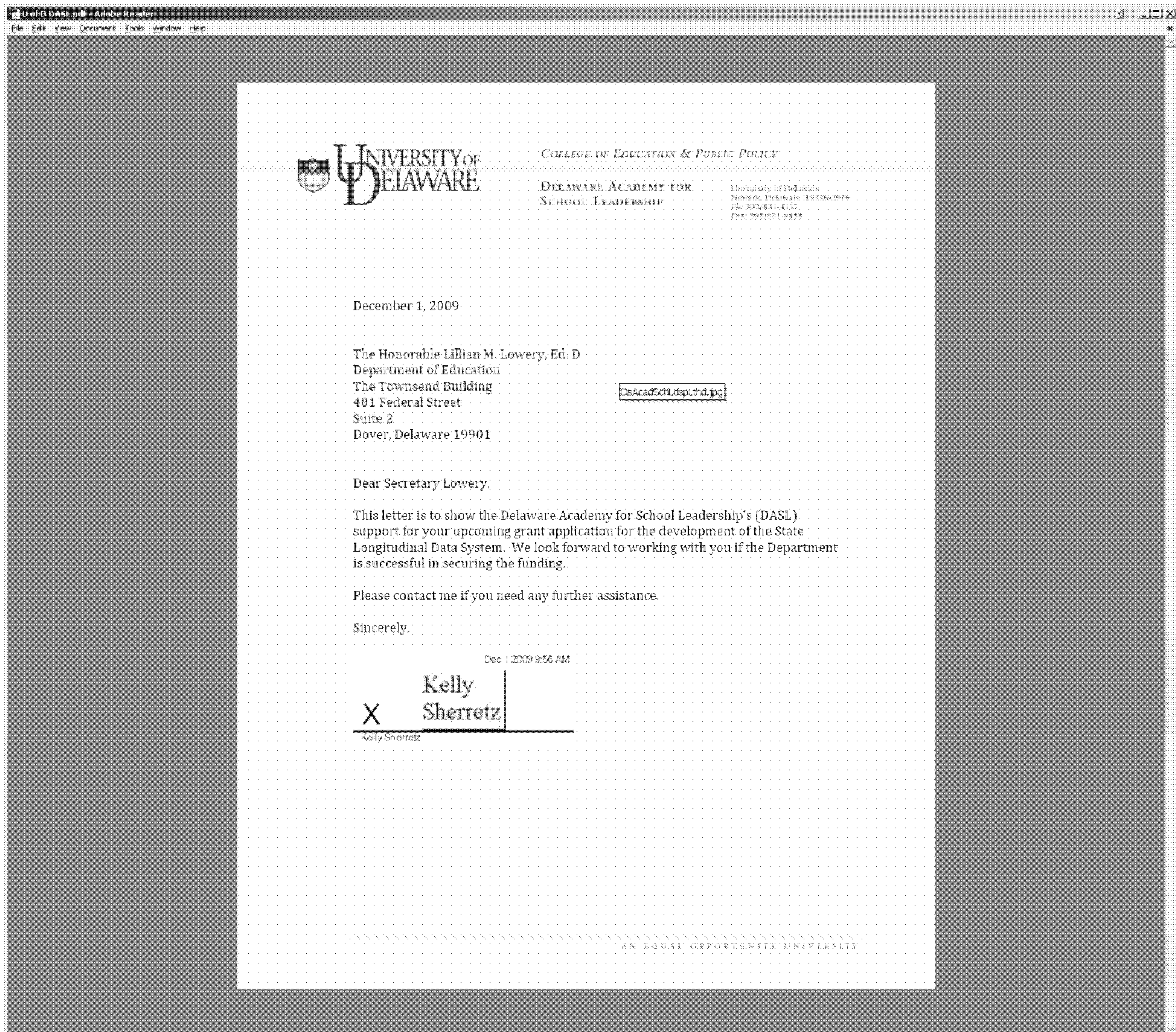
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Budget Narrative

Budget Narrative - Budget Justification

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Budget Narrative

Delaware's Automated System for Educational Reporting (DASER) Grant Proposal

The Delaware Department of Education (DDOE) is requesting a Statewide Longitudinal Data System (SLDS) grant in the amount of \$6,005,034 from the U.S. Department of Education's Institute of Education Sciences (IES). The following descriptions provide an explanation for the federal (i.e., grant) and non-federal resources that will be used to achieve the goals that have been established for this three-year project.

The DDOE has long prioritized and directed department resources to the development of an education longitudinal data system and accordingly has received national recognition for its success in this area. It should be noted that, in addition to the items described in this Budget Narrative, a very large commitment of resources has been and will continue to be made to this project by local school districts and school staff throughout Delaware. Recently, Governor Jack Markell and Secretary of Education Lillian Lowery announced the "Plan to Strengthen Delaware's Schools," where the commitment to continue development of its education SLDS has been renewed alongside other initiatives that will help ensure Delaware's schools are world-class. The nation's current economic circumstances have impacted Delaware severely and will affect the rate to which DDOE is able to make further progress on our data systems. However, with federal funding we believe we could be a model for the country by the conclusion of the grant period if this application is successful.

The budget for our SLDS grant specifies travel for two persons to attend the SLDS grantee meetings in Washington DC. As required we are budgeting travel for two staff members to attend these SLDS meetings each year. We expect to have costs of \$200.00 for mileage, \$1200.00 hotel and \$300.00 for meals for a total travel cost for two people \$5,100.00.

Success of developing and implementing the components of this project require the attention of a fulltime Project Manager. The Project Manager would be responsible for planning, organizing, and managing all aspects of DASER. This fulltime position would guarantee the success of this project. It is estimated that the annual cost of a full time project manager would be \$165,000.00. The total for three years is \$495,000.00.

In addition to the Project Manager, DOE feels it is important to include current staff who will dedicate a portion of their time to ensure the success of this entire project. The three year cost of this oversight will be as follows:

<u>Position/Assignment</u>	<u>State In-Kind</u>	<u>Federal Grant</u>
Travel for 3 years		\$5,100
Project Oversight	\$75,000	
Development Manager	\$90,000	
Integration Management	\$150,000	
Project Manager (3 Years)		\$495,000
Project Manager Supplies & Equip	\$2,600	
Total	\$317,600	\$500,100

Outcome #1: Client ID Crosswalk Subsystem

One of the fundamental subsystems of Delaware's SLDS Grant is the creation of a data repository of client tracking identification numbers used by our various working partners. These partners include Delaware Health and Social Services, Services for Children, Youth, and Their Families, Labor, and Institutions of Higher Education and each uses their own client tracking IDs. This subsystem budget request would fund the creation of a repository containing all client tracking IDs used in these systems so that a client could be identified or "crosswalked" across systems to facilitate matching. This will allow us to finally track students from early childhood through their education careers, and into the workforce.

This will be one of the more complex subsystems of our project. The complexity will require the assignment of our DOE Policy Analyst. Up to 30% of their time will be required to work with various Councils and Project Partners to address regulatory concerns. After the regulatory roadblocks have been ironed out, this project will move to the development phase. This phase will require two full time programming staff persons. One will come from in-house programming staff. The other staff member will be hired to help develop the Client ID Crosswalk Subsystem.

The cost of developing this subsystem will be as follows:

<u>Position/Assignment</u>	<u>State In-Kind</u>	<u>Federal Grant</u>
Policy Analyst (30% for 3 years)	\$105,000	
DDOE Programmer (20% for 3 years)	\$75,000	
DOE Contracted Programmer (2 years)		\$330,000
DDOL Programmer (1 year)		\$165,000
DDHSS Programmer (1 year)		\$165,000
DDSCYF Programmer (1 year)		\$165,000
DDOE Documentation and Trainer (3 years)		\$495,000
Total	\$180,000	\$1,320,000

Outcome #2: Interoperability

DDOE must have a common standard for data element definitions in order to achieve the interoperability required to share data within the agency and with our partner agencies. This will ensure that we can easily import data into the common longitudinal data system (DASER). Data received from our partner agencies will be included in the metadata dictionary. Alignment of DDOE adopted standards to the NCES Handbooks, SIF, NEDM, EDFacts, and other national standards will reduce the requirements for translations and crosswalks when reporting. To do this we propose to contract with a vendor to design and document the entity relationship design (ERD), enterprise relationship data model, and metadata dictionary to incorporate all agencies involved with this effort.

The contractor will gather documentation, conduct interviews, develop transformations, and map items and data elements from current collections, repositories, and outputs to the new enterprise data dictionary. The dictionary in turn will be mapped to SIF or other standards as designated by the DDOE. This contractor will additionally, create SEA and agency user accounts and designate user roles, install applications, train users, and provide maintenance and support for this endeavor.

The cost for this contracted ERD Consultant is estimated at \$165,000 for one year. Once the Metadata dictionary is populated we anticipate maintenance at a cost of \$49,500 for years 2 and 3.

The DDOE will also contract with a vendor or contractor to provide an Information Systems Architecture (ISA) Plan. This set of standards and policies must be adopted and followed to ensure a system that can be maintained efficiently and be sustainable. The vendor or contractor will gather documentation, conduct interviews and follow-up as needed, draft, review, finalize, and present the final ISA document for adoption. The contractor will facilitate meetings with stakeholder groups as appropriate, provide templates, process maps, and drafts for needed references, and train DDOE staff on maintenance of the documents. The first year cost will be \$80,000 for services to create documentation, \$16,800 in the second year to update the ISA document as well as conduct interviews as needed, and \$17,640 in the third year for maintenance. Expected travel expenses for onsite consultations, interviews, and presentations are \$1,500 for year 1, \$3,000 for year 2, and \$3,000 for year 3.

The DDOE will document and add to the metadata all quantitative, longitudinal statistics and/or indicators (e.g. dropout rate) and other key facts (e.g. disaggregation by school name). This will be supervised by the Director of TMD and will be done by current DDOE employees and contractors so that no funds from this grant will be used for this purpose.

A larger part of this subsystem will include developing the standards, policies, processes, and guidelines needed to ensure the smooth flow of data from State agencies, to the data repository, to the stakeholders. This will require development policies and guidelines for each data partner. This cross agency endeavor will require a policy analyst to meet with each agency and develop policies that meet the needs of all. It is estimated this will require six months of a contracted analyst at \$40,000. The policy will be updated annually and require approximately 3 months of work for years 2 and 3 (\$20,000 each year) along with travel.

In addition our plan is to document all of our quantitative statistics/indicators through the use of a DOE staff member. This staff member will be tasked with developing detailed process documents which describe how indicators and statistics are developed.

The cost of developing this subsystem will be as follows:

<u>Position/Assignment</u>	<u>State In-Kind</u>	<u>Federal Grant</u>
ERD Consultant		\$165,000
Year 2 & 3 Maintenance		\$99,000
ISA Travel		\$7,500
ISA Vendor		\$114,440
Process Flow Doe Staff	\$15,000	
Data Access Management Staff	\$15,000	
Data Access Analyst		\$80,000
Data Access Travel		\$7,500
Document Statistical Processes	\$45,000	
Total Outcome #4	\$75,000	\$473,440

Outcome #3: Client Management Subsystem Information Layer

Centrally managed applications support several core reporting functions at the district level. This layer will be the binding agent for all other DASER subsystems. It will authenticate users via an enterprise identity management system, permit them access to data elements residing in a data warehouse comprised of data from Project Partners and allow reporting through the Enterprise Reporting Subsystem. Because of this subsystem, users will no longer be limited to information based in a particular module, cube or data mart, but will have handy access to data elements regardless of the origination, as deemed appropriate by their assigned level of access. DDOE will be able to expedite data-driven reports that are intra- and inter-agency in nature, yet appear to the user as originating from a seamless repository of data.

Accomplishment of the development of this subsystem will provide a data framework for capturing essential early childhood indicators, align post-secondary first-year course

competencies with K-12 courses to reduce postsecondary remediation, and link data to teachers, programs, workforce needs, and financial data.

The cost of developing this subsystem will be as follows:

<u>Position/Assignment</u>	<u>State In-Kind</u>	<u>Federal Grant</u>
DOE Lead Programmer (50% for 3 years)	\$150,000	
2 Data Warehouse Servers		\$60,000
Contracted Data Warehouse Analyst (3 yrs)		\$495,000
Contracted Data Warehouse Analyst (3 yrs)		\$495,000
Total	\$150,000	\$1,050,000

Outcome #4: Enterprise Identity Subsystem

Success of DASER requires a unified authentication portal for all users from parents to teachers to administrators, as well as other stakeholders. Several mechanisms are used to manage authentication currently, and each is a standalone system. When a DASER user accesses data in one repository and needs to access data from another repository, they need to re-authenticate. This new subsystem will allow a customer to be assigned a role. The assigned role will have access to authorized data and reports regardless of which data repository it resides in. The result is simplified and central management of access for all users. Along with this is the need to provide data governance coordination activities. This state-supplied coordinator will be responsible for ensuring that the right people have access to the correct reports and nothing more.

The cost of developing this subsystem will be as follows:

<u>Position/Assignment</u>	<u>State In-Kind</u>	<u>Federal Grant</u>
Data Governance Coord (25% 3 years)	\$56,250	
Hardware and Software		\$92,000
Application Program Developer 3 years		\$495,000
DOE Contracted Programmer 1 year		\$165,000
Total	\$56,250	\$752,000

Outcome #5: Enterprise Reporting Subsystem

Assembling data into repositories is only the first step in promoting the use of data for continuous improvement in Delaware's schools. DDOE is aware of areas where improvements can be made. This subsystem will be the engine to provide meaningful data to all stakeholders. Existing reports will be refined to show more pertinent data in a more readable format as well as developing and providing reports for student profiles and tracking student growth, student benchmarks, targeted reports for policymakers, educators, parents, and students, and many others.

In order to accomplish this, common course codes will be implemented, professional development and training opportunities created, and a common reporting system and methodology developed for future reporting requirements and ad hoc querying.

The cost of developing this subsystem will be as follows:

<u>Position/Assignment</u>	<u>State In-Kind</u>	<u>Federal Grant</u>
DOE Programmer	\$210,000	
Research and Reporting Analyst		\$435,000
Documentation and Training Professional		\$405,000
Total	\$210,000	\$840,000

Outcome #6: Electronic Transcript Subsystem

Delaware has a statewide pupil accounting system contract with the vendor Sungard Public Sector. All public schools can generate a PDF version of a transcript but it is not an official one unless printed and signed by an authority. DDOE will implement a solution from the National Transcript Center product in order to provide official electronic transcripts. This electronic transcript subsystem will be called the Delaware Transcript Center system.

We propose to contract with the National Transcript Center for deploying the Delaware Transcript Center system (DTC). The costs are comprised of three components: 1) an annual subscript, based on a state's public K-12 enrollment, 2) initial set-up services; and 3) additional options such as expanding the scope of our trading partner network.

The annual subscription fee based on Delaware's PK-12 enrollment of 125,000 students (@ \$0.30 per student) is \$37,500. For the three year life of this grant the total subscription is \$112,500. The second component is for initial onetime setup costs in the amount of \$25,000, registering districts at \$950, district implementation and training (19 LEAs @ \$300 per LEA) is \$5,700, and creating data formats and translations is \$180,000. We also propose to add additional options including Private In-State Colleges at \$7,266 per year, Higher Ed Exchange at \$18,141 per year, NTC Network Unlimited at \$36,282 per year, Secure PDF Pickup to Any Email Address at \$3,628 per year, and Hybrid Data Source Deployment at \$18,141 per year.

The DDOE will use National and State data standards for the student record and transcript data. These standards will be documented and added to the metadata.

The Course Classification Subsystem component involves contracting for a curriculum specialist to crosswalk the school district courses with the NCES Course Classification system. We anticipate one contracted employee for 12 months for the three years of the grant at \$165,000 per year for a total of \$495,000. The DDOE curriculum workgroup will continue the project after the third year of the grant.

The cost of developing this subsystem will be as follows:

<u>Position/Assignment</u>	<u>State In-Kind</u>	<u>Federal Grant</u>
Annual Subscription DTC		\$112,500
One-Time Setup		\$211,650
Data Formats and Translations		\$250,334
Course Classification Development (3 years)		\$495,000
Total		\$1,069,484

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

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DASER Grant Proposal											
Item / Outcome	Subtask	Item Description	Year 1 Grant Funds	Year 1 State Funds	Year 2 Grant Funds	Year 2 State Funds	Year 3 Grant Funds	Year 3 State Funds	Grant Funds Total	State Funds Total	Comments
Travel for Grantee Meetings											
N/A											
		Mileage	\$200.00		\$200.00		\$200.00		\$600.00	\$0.00	
		Hotel	\$1,200.00		\$1,200.00		\$1,200.00		\$3,600.00	\$0.00	
		Meals	\$300.00		\$300.00		\$300.00		\$900.00	\$0.00	
		Total Travel							\$5,100.00	\$0.00	
Professional Project Manager											
Manage Project											
Personnel											
		Development Manager		\$30,000.00		\$30,000.00		\$30,000.00		\$90,000.00	Applications Development Manager
		Project Oversight		\$25,000.00		\$25,000.00		\$25,000.00		\$75,000.00	Director
		Integration Management		\$50,000.00		\$50,000.00		\$50,000.00		\$150,000.00	Pupil Accounting Manager
		Fringe Benefits							\$0.00	\$0.00	
		Travel						\$0.00	\$0.00		
		Equipment		\$2,000.00				\$0.00	\$0.00	\$2,000.00	PC for Project Manager
		Supplies		\$200.00		\$200.00		\$200.00	\$0.00	\$600.00	Supplies for PM
Contractual											
		Project Manager	\$165,000.00		\$165,000.00		\$165,000.00		\$495,000.00	\$0.00	
		Construction							\$0.00	\$0.00	
		Other							\$0.00	\$0.00	
		Total Direct Costs							\$495,000.00	\$317,600.00	
		Indirect costs							\$0.00	\$0.00	
		Training stipends							\$0.00	\$0.00	
		Total Costs							\$495,000.00	\$317,600.00	
Outcome #1 - Client ID Crosswalk Subsystem											
Build the system											
Personnel											
		State Policy Analyst		\$35,000.00		\$35,000.00		\$35,000.00	\$0.00	\$105,000.00	Policy Analyst
		Lead DOE Programmer (20%)		\$25,000.00		\$25,000.00		\$25,000.00	\$0.00	\$75,000.00	Senior DOE Programmer
		Fringe Benefits							\$0.00	\$0.00	
		Travel							\$0.00	\$0.00	
		Equipment							\$0.00	\$0.00	
		Supplies							\$0.00	\$0.00	
		Contractual							\$0.00	\$0.00	
		DOE Contracted Programmer	\$165,000.00		\$165,000.00				\$330,000.00	\$0.00	
		DOL Contracted Programmer	\$165,000.00						\$165,000.00	\$0.00	165000 per year contract employee

Outcome #2 - Interoperability												
Metadata Dictionary/ERD												
Personnel												
Fringe Benefits												
Travel												
Equipment												
Supplies												
Contractual												
ERD Consultant												
Maintenance												
Construction												
Other												
Total Direct Costs												
Indirect costs												
Training stipends												
Total Costs												
Outcome #3 - Interoperability												
Metadata Dictionary/ERD												
Personnel												
Fringe Benefits												
Travel												
Equipment												
Supplies												
Contractual												
ESP Solutions or vendor ISA												
Construction												
Other												
Total Direct Costs												
Indirect costs												
Training stipends												
Total Costs												
Process Flow Diagram												

Indirect costs										\$0.00	\$0.00	
Training stipends										\$0.00	\$0.00	
Total Costs										\$0.00	\$45,000.00	
Outcome #3 - Client Management Subsystem Information Layer												
N/A												
Personnel												
DOE Lead Programmer (50%)										\$50,000.00	\$150,000.00	Senior DOE Programmer
	Fringe Benefits									\$0.00	\$0.00	
	Travel									\$0.00	\$0.00	
	Equipment									\$60,000.00	\$0.00	Two Database Warehouse Servers
Supplies										\$0.00	\$0.00	
Contractual												
DOE Contracted Data Warehouse Analyst										\$165,000.00	\$495,000.00	\$0.00
	DOE Contracted Data Warehouse Analyst									\$165,000.00	\$495,000.00	\$0.00
Construction											\$0.00	\$0.00
Other											\$0.00	\$0.00
Total Direct Costs										\$1,050,000.00	\$150,000.00	
Indirect costs										\$0.00	\$0.00	
Training stipends										\$0.00	\$0.00	
Total Costs										\$1,050,000.00	\$150,000.00	
Outcome #4 - Enterprise Identity Management and Portal System												
Portal												
Personnel												
Data Governance Coordinator (25%)										\$18,750.00	\$0.00	\$56,250.00
	Fringe Benefits										\$0.00	\$0.00
	Travel										\$0.00	\$0.00
Equipment												
Portal Development Server											\$10,000.00	\$0.00
Portal Development Database Server											\$10,000.00	\$0.00
Portal Web Server											\$30,000.00	\$0.00
Portal Database Server											\$30,000.00	\$0.00
Developer Systems											\$9,000.00	\$0.00
Visual Studio 2008 Professional											\$3,000.00	\$0.00
Contractual												
Application Program Developer										\$165,000.00	\$495,000.00	\$0.00
	DOE Contracted Programmer									\$165,000.00	\$165,000.00	Contracted programmer from Outcome #1
Construction											\$0.00	\$0.00
Other											\$0.00	\$0.00
Total Direct Costs										\$752,000.00	\$56,250.00	
Indirect costs										\$0.00	\$0.00	
Training stipends										\$0.00	\$0.00	

[illegible]

